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ABSTRACT

The guide is one section of a resource kit designed to assist Peace Corps language instruction coordinators in countries around the world in understanding the principles underlying second language learning and teaching and in organizing instructional programs. This section addresses design and development of language curricula. An introductory chapter offers an overview of the guide, suggestions for identifying curriculum development needs, and a schedule for curriculum development tasks. Subsequent chapters outline a step-by-step plan for: conducting a needs assessment (working with questionnaires and follow-up interviews, open-ended needs assessments, curriculum development with limited time and resources, analyzing results), including some sample instruments; selecting and sequencing competencies (integrating competencies with major pre-service training events, grammar and a competency-based curriculum, integrating cross-cultural concerns, integrating cultural themes, identifying and integrating technical competencies and other sectors within the curriculum); developing instructional content, with sample curricula from the field; and curriculum assessment and revision. (MSE)

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LANGUAGE COORDINATORS RESOURCE KIT

SECTION THREE

CURRICULUM DEVELOPMENT

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February 1998

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OVERVIEW

SECTION THREE: WRITING A COMPETENCY-BASED CURRICULUM

DEFINITION OF CURRICULUM

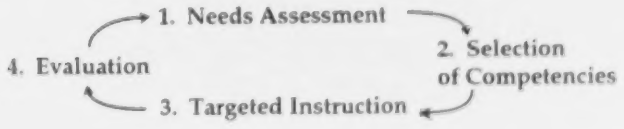
A curriculum can be defined as a plan of instruction that prescribes what to teach when. A competency-based curriculum identifies specific language competencies (things that the learner can accomplish in the target language), and the sequence in which they will be taught.
For each competency, the curriculum should include:

- **A competency statement:**
To express food preferences with host family.
- **Sample language:**
I like (food). I don't like (food).
Do you like (food)? Yes, I do. No, I don't.
- **A structure focus:**
Simple present tense with verbs expressing emotion /opinion.
- **Cultural points:**
An explanation of customs regarding offering and refusing food and expressing compliments or receiving compliments on food.

Other points which may be included would be pronunciation points and suggested additional vocabulary items. With languages that use a non-roman alphabet, literacy competencies might also need to be specified.

PROCESS OF CURRICULUM DEVELOPMENT

Writing a competency-based language curriculum is a cyclical process, involving four major steps. Each of these steps involves a set of activities which leads to the next.



STAGE 1: NEEDS ASSESSMENT

The purpose of the needs assessment is to determine what the learner needs to be able to do with the language. It allows the curriculum developer to identify what competencies the learner needs to be able to perform in the language. It also gives curriculum developers an opportunity to specify some of the actual language content (specific vocabulary and grammatical structures, cross cultural features, etc.) that may need to be included.

STAGE 2: SELECTION AND SEQUENCING OF COMPETENCIES

Following the steps of needs assessment and selection of competencies, some of the most difficult curriculum development work begins. For example, the selected competencies must be analyzed for linguistic and cultural content and put into a teachable sequence. Principles of sequencing from easy to difficult, from known to unknown, or from immediate need to long-range need maybe in conflict. Learners must be given a clear, logical introduction to the structure of the language, and the first tasks they attempt in the new language cannot be very sophisticated, yet their perceived needs must also be met. It won't do to delay to the end of the program a lesson on expressing food preferences if the learners are living with a host family after the first week of training.

STAGE 3: MATERIALS DEVELOPMENT AND TARGETED INSTRUCTION

Once the competencies and language content have been identified and sequenced, teaching materials and activities must be developed, and instruction carried out. These stages are described in more detail in other sections of this manual.

STAGE 4: EVALUATION

As with all training, it is necessary to evaluate how well the curriculum met the learners' long term and short term needs, and what changes need to be made to refine and improve the curriculum in the future. This stage is, in fact, a kind of needs assessment, and is thus linked to the first stage of the cycle.

Whether you are working in a country with a well-established curriculum or a start-up program, where there is no previous curriculum to work with, the basic cycle describe above is necessary to ensure that your program best fits the current needs of every new group of learners.

WHAT THIS SECTION CONTAINS

This section of the resource kit focuses on three of the four steps of the curriculum development cycle:

- needs assessment,
- selection and sequencing of competencies, and
- evaluation of the curriculum.

The task of materials development is discussed in detail in the next section of the resource kit.

IDENTIFYING CURRICULUM DEVELOPMENT NEEDS FOR YOUR PROGRAM

Every post has a different set of things that need to be done to ensure that there is a well-developed curriculum for language training. In some countries, the training program is well-established, and the post has many years of experience in developing language materials and a well-trained and experienced group of teachers. In other countries, there may be no or few previous materials. And of course, every country is, at one time or another, a "start-up country" where all the systems must be developed "from scratch."

In order to help you assess what things need to be done in your program, Peace Corps language coordinators developed this brief check list to help you assess program needs in the area of curriculum development. For each of the ten items select the letter of the response that best describes curriculum development at your post:

A. Completed successfully
B. Completed, but needs revision
C. Not completed, and it needs to be done
D. Not completed, but not important at present

Items that you marked with a B or C will probably need further development. Items 1,2,3 and 9 are discussed in more detail later in this section of the resource kit. Item 4 is discussed in more detail in Section 8 (PST). Item 5 is discussed in more detail in Section 7 (Assessment) Items 6, 7 and 8 are discussed in Section 4: Materials Development. Item 10 is discussed in more detail in Section 6: On-going Language learning

CURRICULUM DEVELOPMENT

____ 1. Conducting a needs assessment (i.e., determining by observation and surveys what volunteers will need to say, read, write, and understand in the new language in a variety of settings and situations)

____ 2. Writing of survival competencies for the PST language training curriculum

____ 3. Sequencing of competencies with grammar points and vocabulary to form a curriculum

____ 4. Writing lesson plans based on the new curriculum

____ 5. Developing quizzes and other evaluation instruments

____ 6. Producing a teacher handbook or teacher training design to introduce the curriculum, texts and appropriate methods

____ 7. Producing a student textbook for classroom use

____ 8. Producing student exercise book/worksheets for independent study

____ 9. Writing competencies for technical areas or worksites

____ 10. Developing materials or a system to help Volunteers continue language study after PST

TIME LINE

SUGGESTED SCHEDULE FOR CURRICULUM DEVELOPMENT ACTIVITIES

Peace Corps Language Coordinators have developed this suggested timeline for the major tasks involved in curriculum development.

CURRICULUM DEVELOPMENT TIMELINE	
SIX MONTHS BEFORE PST	• Draft and send needs assessment questionnaires to PCVs, counterparts, etc.
FIVE MONTHS BEFORE PST	• Visits to sites: conduct interviews.
FOUR MONTHS BEFORE PST	• Compile survey results.
THREE MONTHS BEFORE PST	• Select competencies. • Identify grammar points & match with competencies. • Identify vocabulary and culture points. • Determine sequence of topics/competencies. • Readjust grammar points as necessary. • Make a preliminary weekly teaching schedule for competencies for PST.

TWO MONTHS BEFORE PST	• Plan and begin materials development. *(Materials development is discussed in greater detail in Section 4.)*
ONE MONTH BEFORE PST	• Conduct TOT.
END OF TOT THROUGH END OF PST	• Additional materials development as needed.
MID PST	• Evaluate curriculum: too much? appropriate?
END OF PST	• General curriculum evaluation.
THREE TO SIX MONTHS AFTER PST	• Detailed evaluation of competencies for curriculum revision.

OVERVIEW

DOING A NEEDS ASSESSMENT

PURPOSES OF NEEDS ASSESSMENT

The curriculum development process begins with a needs assessment. The purpose of the needs assessment is to determine what the learner needs to be able to do with the language: the **communicative competencies** that are needed.

- A needs assessment can provide answers to some basic questions that need to be answered before we can decide what language needs to be taught, such as:
  - Who do PCVs communicate with?
  - About what topics?
  - For what purposes and in what kinds of contexts or social settings?
- The needs assessment process is also a good way to begin identifying specific **language content**: vocabulary, structures and discourse patterns that are frequently used. Because needs assessment often focuses on the contexts for language use, you can sometimes forget that this process can also be a logical time to identify specific language elements that you will want to include. You can adapt questionnaires and interviews to gather some of this specific information.

DIFFERENT NEEDS ASSESSMENT TECHNIQUES

The following are some common ways to determine learner needs for curriculum development work. All of these processes could be used in carrying out a needs assessment. Your choice of which to use will depend on the resources (time, money, personnel) available at your post.

1. PRE-SET LIST OF COMPETENCIES

The easiest needs assessment is to look at a pre-set list of competencies, such as the *Peace Corps Language Training Curriculum*, and to decide on the basis of your own experience which ones should be deleted and whether any should be added. This will result in a preliminary list of competencies which will require later revision.

2. SURVEY QUESTIONNAIRES

These written forms could be distributed to PCVs, Peace Corps staff (especially APCDs or technical trainers), host families, counterparts, and worksite staff. Survey questionnaires have

to be carefully constructed, so that the right questions are being asked of each person. They should also be constructed so that surveys of one group, such as Volunteers, provide information that confirms the information gathered from other groups, such as the host families. There should be a way to double check the perceived needs. The questionnaires for current Volunteers and language trainers are very detailed (and are basically the same but with a Volunteer or Trainer focus). The information we will get from these two groups will be most useful for curriculum revisions. The questionnaires for the employers/host country counterparts and for other Host country friends/colleagues of Volunteers are less extensive and may need to be translated into the target language. We are looking for more general ideas from these people.

You will probably also want to include some very open-ended questions in your questionnaires and interviews such as *"What topics do you wish you had studied in PST, but didn't?"* or *"What topics did you study that were either especially important or not useful?"* Open-ended questions for host-country friends and counterparts might include questions like *"What are the areas where you think PCVs have the most trouble communicating?"* or *"What aspects of language use seem most problematic for the volunteers you work with?"*

3. INTERVIEWS

People who could be interviewed include the same people as those who received questionnaires. Interviews could be conducted as a follow-up to the written survey forms. Some interviews might be conducted by telephone. Conducting interviews with PCVs in small groups may be an effective approach. Survey forms could go to a lot of people, but there may be limits on how many could be interviewed. If there are some employers/others who would be willing to take more time and provide additional information you can interview them in person or by telephone. In this interview you can ask more specific questions based on the list of current curriculum competencies included in the questionnaires for volunteers and language trainers. Interviews also provide a good opportunity to discover specific language content.

4. MORE OPEN-ENDED METHODS

One difficulty with interviews and questionnaires is that you need to know in advance who the PCVs communicate with, and in many start-up posts, this kind of information isn't yet readily available. A socio-topical matrix can be used as a more open-ended assessment tool than a questionnaire. It can be used to identify a less-structured way **who** is involved in daily language use and **what** are the most common

competencies. Such open-ended kinds of assessment instruments might be good to use in posts where you don't have a lot of previous needs assessments to refine and adapt, or where you are trying to identify competencies that have not been pre-determined.

5. ON-THE-JOB OBSERVATION

In preparing your curriculum you need to get a good idea about specific language content that PCVs will need. On the job observations and follow-up interviews are a good way to contrast some of the familiar, "predictable" survival competencies with specific language content and functions used in technical situations. A language specialist could follow the PCV and/or counterpart for a few days to gain a fuller understanding of the language needs. Non-language specialists will probably be able to identify vocabulary needs, but they may not notice the different kinds of language interactions or competencies that they need to do their work. This kind of observation would be most useful in the developing of technical competencies.

6. VADS OR TASK ANALYSES

It may be worth looking at these documents before interviewing technical staff or drawing up a survey to determine technical competencies.

HOW TO DO IT

WORKING WITH SURVEY QUESTIONNAIRES AND FOLLOW-UP INTERVIEWS

GETTING A RANGE OF INPUT

In order to get a range of input on language learning needs, you need to poll as wide a variety of people as possible, and should consider developing four different needs assessment questionnaires for the following groups:

- current Volunteers who studied the language in PST
- current (and past?) language trainers
- supervisors/host-country counterparts of current Volunteers
- host country friends or co-workers of current Volunteers, including staff at Peace Corps

At a minimum, you want to make sure that you get input from a varied selection of representative PCVs (with a mix of job assignments, young and old, male and female, urban and rural, etc.) and PC staff.

QUESTIONNAIRES

The questionnaires for current Volunteers and language trainers are very detailed (and are basically the same but with a Volunteer or trainer focus). The information we will get from these two groups will be most useful for curriculum revisions. The questionnaires for the employers/host country counterparts and for other host country friends/colleagues of Volunteers are less extensive and may need to be translated into the target language. We are looking for more general ideas from these people.

INTERVIEWS

If there are some employers or others who would be willing to take more time and provide additional information you can interview them in person or by telephone. In this interview you can ask more specific questions based on the list of current curriculum competencies included in the questionnaires for Volunteers and language trainers.

GUIDELINES FOR DISTRIBUTING QUESTIONNAIRES

Distribute all questionnaires as far in advance as possible. For each group, you may want to include a cover letter that tells them where, when and to whom to return the questionnaire. If it is clear that you are not getting a 50 percent return, it is suggested that you call to encourage the participants to return the questionnaires.

1. CURRENT PEACE CORPS VOLUNTEERS

- Make and send copies of the questionnaire to all Volunteers in the field who studied the language during PST.
- Enclose a stamped envelope addressed to the Peace Corps office.
- Keep a master list of who receives the questionnaire and who returns the questionnaire.
- If the questionnaire is not returned by your target date, make another request, perhaps with a follow up post card or telephone call.

2. LANGUAGE TRAINERS

- If the language trainers are near the Peace Corps office, ask them to come in and fill out the questionnaire.
- If the trainer is not near the Peace Corps office, send the questionnaire to the trainer by mail and ask that it be completed and returned by your target date.
- You may want to send the questionnaire to former trainers who worked with the language program and have had significant past experience with the curriculum.

3. SUPERVISORS AND HOST COUNTRY COUNTERPARTS OF VOLUNTEERS

- If possible, call the supervisor/counterpart and ask these questions over the phone. If a phone interview is not possible, send the questionnaire to the employers.
- If the questionnaire is not returned by your target date, call the supervisor/counterpart and try to get the information by phone.
- Note: If it is more appropriate to ask these questions in the target language than in English, please translate the questionnaire.

4. OTHER NATIVE SPEAKERS (FRIENDS/ COLLEAGUES/ PEACE CORPS OFFICE HOST COUNTRY STAFF)

- Ask language trainers to distribute the questionnaire to friends/colleagues and return them to the PC office by your target date. Try to include people outside of the capitol. You may want to send copies of the questionnaire to Volunteers. They can ask host country friends in their communities to fill it out.
- Give a copy to PC office staff who speak the language and ask them to fill it out by your target date.

HOW TO DO IT

LANGUAGE NEEDS ASSESSMENT INTERVIEWS: A FEW TIPS

PRE-INTERVIEW PREPARATION

- Send out the questions ahead of time and encourage PCVs to reflect and write notes.

CONDUCTING THE INTERVIEW

- Follow up with an interview at a time and place where the PCVs can concentrate on this topic. Take good notes of what they say. During the interview insist that they be specific about who they talk with, in which situations, and at what level of formality. Learners also tend to place too much importance on speaking. Be sure to ask about listening, reading, and writing.
- Interview PCVs in groups of three if this seems useful. If one PCV seems to really have a lot to offer, go in depth with this person in a one-to-one discussion. If you can identify these good sources ahead of time, schedule the interviews with them ahead of time.
- Follow the topics and questions in the written survey questionnaire, but add others as they seem natural and skip over ones that don't get much response. Check responses of early interviewees with later ones, "Barbara says that she receives a written agenda of faculty meetings ahead of time. How about you?"
- Allow for additional ideas and suggestions from interviewees.

OBTAINING LANGUAGE CONTENT

- Try to get plenty of "sample language" that can be used in lesson materials, such as dialogs It's easy to guess what people say at the post office because you go there yourself. You may not do so well at imagining what a visiting government official's wife will chat with a PCV about.

ANALYZING INTERVIEW RESULTS

- Draft preliminary competencies based on:
  - areas frequently mentioned
  - areas mentioned as a high priority
  - competency ideas mentioned by PCVs who seem to be particularly insightful or have the most relevant experience.

HOW TO DO IT

OPEN-ENDED NEEDS ASSESSMENT: USING A DAILY ACTIVITY GRID AND A SOCIO-TOPICAL MATRIX

ALTERNATIVE OPEN-ENDED NEEDS ASSESSMENT TECHNIQUES

As previously noted, it is sometimes not possible to use the detailed kinds of questionnaires and interviews which were described in the previous section. In some posts you may not have had a chance to identify the **who** and **what** of Volunteers' language use that is a necessary first step in designing and distributing questionnaires and follow-up interviews, so it may be necessary to use more open-ended needs assessment instruments to identify the situations where PCVs need to use the language and the kinds of things they need to be able to communicate in those situations. Here are two alternative systems, the Daily Activity Grid and the Socio-topical Matrix, that can be used to identify potential language topics, goals and learning objectives by asking PCVs to specify situations in which they need to communicate better.

WHAT IS A DAILY ACTIVITY GRID?

The Daily Activities Grid, developed for the Peace Corps by Anita Wenden (1996), is similar in appearance to a Socio-Topical Matrix but provides more in-depth help in reflecting on the settings in which volunteers interact with host country people in their sites. Like a Socio-Topical Matrix, it can be used both as a needs assessment instrument, or as a tool for self-directed language learning which helps learners organize and prioritize their own individual learning plans.

HOW TO MAKE A DAILY ACTIVITY GRID

1. Have Volunteers fill out the grid (a reduced-size sample has been included on the next page).
For each day and hour of the week, they should:
• write where they usually are at each of the times stated. (They can change the hours to fit their own daily routines.)
• circle or high-light (we've shown them in italics, on the sample, below) the situations and times of day when they need to use the language.
• answer the questions listed below for each of the settings, in their relative order of importance.

2. Review the grids to identify the social settings in which Volunteers need to develop their language proficiency. Then select the settings in which Volunteers find themselves most often or those areas where Volunteers have identified that they most want to work on.

QUESTIONS ABOUT THE SETTING

- Who is typically in this setting?
- What happens in this setting?
- What do you do in this setting?
- What language skills are you required to use? (e.g., listening, speaking, reading)
- What are the topics of conversation in this setting?
- How do you usually feel when you are interacting in this setting?
- For what purposes are you expected to use language in this setting? (Where are your strengths and weaknesses?)
- What do you need to understand in this setting? (Where are your strengths and weaknesses?)
- List any behaviors/customs in this setting that you do not understand or find strange.

SAMPLE DAILY ACTIVITY GRID

An example of one Volunteer's week is given below with the situations in which she needs to use the language italicized.

	Mon	Tue	Wed	Thu	Fri	Sat	Sun
6:00	Home	Home	Home	Home	Home	Home	Home
7:30	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	*Walk to school*	Home	Home
8:00	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Teacher's room School	Home	Home
10:30	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Tea break*	*Visit neighbor*	*Church*
11:00	School	School	School	School	School	*Visit neighbor*	*Church*
1:30	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Plan with teachers	Home	*Friend's house*
3:00	*Post office*	*Store*	*Post office*	Home	*Store*	*A walk with friends*	*Friend's house*
4:00		*Play with children*		*Play with children*		*Walk with friends*	
5:00	*Neighbor's house*		*Friend's house*		Head teacher's house		
Evening	Home		*Friend's house*	*Meeting House*	*Head teacher's house*	*Meeting House*	Home

WHAT IS A SOCIO-TOPICAL MATRIX?

The Socio-Topical Matrix was developed by Earl W. Stevick in *Adapting and Writing Language Lessons* , (Foreign Service Institute, 1971). It can be used both as a needs assessment instrument, or as a tool for self-directed language learning which helps learners organize and prioritize their own individual learning plans.

HOW TO MAKE A SOCIO-TOPICAL MATRIX

1. Have a representative mix of Volunteers follow this process:
• Make a list of all the people you have regular contact with. Write their names in a column on the left hand side of a piece of paper, in the order of frequency you see them. Now, draw a grid, like the following sample.
• Fill in the tops of the columns with the most important conversation topics for you. Sample topics are listed below.
• In the boxes on the matrix, write the things you'd like to be able to do or do better with the person or people in that situation.

2. Each box on the matrix will provide you with ideas for topics and raw material for writing many short-term learning objectives. Each objective, in turn, becomes the basis for a lesson content or a self-study learning plan.

An effective way to go about choosing which box on the matrix to start with is to ask Volunteers to think carefully about their relationships with the people they have listed on the matrix. Try to determine if there are situations they have been avoiding, or have had any social problems with, it may well be due to a language problem or cultural misunderstanding.

COMMON TYPES OF SOCIAL INTERACTION

- Greetings and leave takings
- Small talk
- Chat about things you've done recently
- Ask for and get factual information
- Offer and/or ask for help
- Discuss likes and dislikes
- Use basic concepts, like numbers, time, dates, quantity
- Describe people, places, and things
- Make plans to meet at a particular place and time
- Explain who you are and why you are where you are
- Give and/or receive advice
- Agree and/or disagree
- Give and/or understand instructions
- Make, accept, and/or decline invitations
- Get something you need
- Talk about plans and hopes for the future

SAMPLE SOCIO-TOPICAL MATRIX

The first two boxes have been completed as an example.

	Greetings and Leave takings	*Small Talk*	*Food*	*Being a Guest*	*Apologizing for Something*
Adult Stranger (e.g., the Boat Captain)	Greeting him when I board; saying goodbye when I leave	Talk about weather, sea condition, fish, birds	_____	Thank him when he invites me to the wheel house	_____
Small Child (e.g., Mareko)	Informal greeting	Sports, school-work, his cute brother	Offer cookies to him	_____	When I need to work and can't talk to him
Village Elder					
Job Supervisor					
Tea Server					
Bus Driver					
Shop Keeper					
Colleague					
Best Friend					

HOW TO DO IT

CURRICULUM DEVELOPMENT WITH LIMITED TIME AND RESOURCES

Sometime it is not always possible to conduct as complete a needs assessment as you would like, either because you lack the time, the resources or both. Peace Corps Language Coordinators developed these suggested techniques for doing more limited needs assessments than the ones described above.

DOING A LIMITED NEEDS ASSESSMENT

- Put a needs assessment questionnaire in the Volunteer newsletter.
- Check with APCDs to coordinate and accompany them on site visits.
- Interview **representative** sample of PCVs (mix of older, younger, rural, urban and different technical sectors).
- Interview PC staff, host families, counterparts and supervisors.
- Conduct interviews by telephone when possible.
- Interview PCVs visiting the office.
- Time needs assessment with other post activities (ISTs, Mid-service Conferences, COS).

WORKING WITH A GENERIC CURRICULUM (IF YOU DON'T HAVE TIME FOR NEEDS ASSESSMENT)

- Work with staff from other units (PCMO, APCDs, CD, etc.) to determine which competencies should be retained, eliminated, or added.
- Work with teachers to decide which grammar points MUST be included.
- Match competencies with grammar, and negotiate a sequence.
- Plan follow-up needs assessment for curriculum revision (3-6 months after PST).

HOW TO DO IT

ANALYZING THE RESULTS OF YOUR NEEDS ASSESSMENT

Once you have collected the information by whichever needs assessment technique you have chosen, you need to organize it so that you can make reasoned decisions about the selection and sequence of competencies in a systematic way.

STEP 1: TABULATE THE RESPONSES AND ARRANGE THEM IN PRIORITY ORDER

This gives you a variety of useful information to decide what order various competencies might appear in. Here's an example of the way the topics from a sample needs assessment were rated by volunteers in the Philippines:

TOPIC	NUMERICAL AVERAGE
1. Directions	4.49
2. Transportation	4.32
3. Shopping	4.31
4. Social Language	4.30
5. Health	3.91
6. Food	3.70
7. Money	3.36
8. Housing	3.30
9. Community Services	2.85
10. Literacy	2.72
11. Telephone	2.18

Other categories that need to be tabulated and listed in rank order are:

- Technical Language Topics
- Language Tasks within Topic areas
- Language Learning strategies

These rankings can be used to help decide:

- what order various topics should be introduced,
- what special job-related vocabulary and language might need to be included,
- what linguistic content needs to be included in various lessons, and
- what specific tasks and activities will build on and encourage development of individual language learning.

STEP 2: ADJUST NUMERICAL PRIORITIES TO REFLECT LINGUISTIC OR SOCIAL REALITIES OF YOUR SITUATION

The pure numerical ranking is not the only determiner of priorities or ideal sequences. For example, you will notice that the Philippine sequence placed the topic of "money" rather lower than "shopping." But, it's immediately apparent that these two topics really are more realistically taught together. Any rank order must be considered "in the real world." So use your common sense and knowledge of your particular situation to adjust your sequences to take advantage necessary or desirable connection. Other issues to consider in this process are discussed in the next part of this section.

STEP 3: RECORD AND ANALYZE ALL RESPONSES TO OPEN-ENDED QUESTIONS

Responses to open-ended questions (*What was the most effective part of your training? Most significant problems?* etc.) can be a extremely useful source of information. Look for patterns, re-occurring concerns, and other useful information. Remember that people learn differently, and therefore you will often find clear contradictions between individual responses, (for example, one respondent thought that the language learning games they played in classes was one of the most useful aspects of the PST training, while another found them a complete waste of time.

STEP 4: USE THIS INFORMATION TO PRIORITIZE THE TOPICS, FUNCTIONS, VOCABULARY, AND GRAMMATICAL STRUCTURES THAT NEED TO BE TAUGHT

Once you have specified what is needed you can divide up language content into manageable whole-task chunks that can be developed into teaching materials and specific lesson plans.

Remember that a final curriculum should ideally include the following information for each competency you have identified:

- a competency statement,
- sample language,
- a structure focus,
- related cultural points, and,
- perhaps, pronunciation points and suggested vocabulary items.

You will see a variety of competency descriptions in the next part of this section.

SAMPLES FROM THE FIELD

GENERAL NEEDS ASSESSMENT QUESTIONNAIRES

This first set of examples are excerpts from a series of four questionnaires that were developed for the Hindi Curriculum in Fiji. The questionnaires were distributed to Volunteers, language teachers, host country supervisors and friends and colleagues. This needs assessment instrument consists of two sets of questionnaires : one set for Volunteers and language trainers, one for supervisors/co-workers and friends/co-workers of volunteers. Each set is parallel in terms of what information is being asking about. (For example, the questionnaires to Volunteers and language trainers both ask about the PST language training component, the curriculum content and survival competencies, the social dimensions of language use, technical training methodology and preferred learning and teaching styles.) However, it is useful to compare the ways in which these questions have been adapted to make them specifically relevant to the groups filling out the form. Accordingly, the first few sections of both forms have been printed side by side for easy comparison. In the subsequent sections, alternative questions for volunteers and teachers have been indicated in italics for some of the items.

PEACE CORPS FIJI
LANGUAGE PROGRAM ASSESSMENT QUESTIONNAIRE
for CURRENT VOLUNTEERS

The language training staff of Peace Corps Fiji would like to improve the Hindi language training program for future Peace Corps volunteers. Please help us by completing the following questionnaire and returning it by June 15 to the Peace Corps Fiji office. This questionnaire is long, but we hope you will take the time to complete it since you are our best resource for making suggestions for improvement. Thank you very much.

Name: _____
Group No.: _____
Project: _____
Location: _____
Participation in HILT: (date) _____
Use of tutor: _____
ACTFL Level at end of PST: _____ (approx.)
ACTFL Level now: _____

PEACE CORPS FIJI
LANGUAGE PROGRAM ASSESSMENT QUESTIONNAIRE
for LANGUAGE TRAINERS

Peace Corps Fiji would like to improve the Hindi language training program for Peace Corps volunteers. Please help us by completing the following questionnaire and returning it by June 15 to the Peace Corps Fiji office. Thank you very much.

Name _____

Dates of teaching with Peace Corps _____
Dates of participation in previous Peace Corps TOTs _____
Other teaching experience _____

I. Evaluation of Hindi Language PST Training

A. What do you think was the goal of your Hindi course?
Was this a realistic goal? Why? Why not?
If it was not a realistic goal, what should the goal of a PC course in Hindi be?

B. Did you learn Standard Hindi or Fijian Hindi during training?
Which one do you need now that you are in your site? Why? Which one should the PST language training focus on?

C. Did you learn to write Hindi during training? on your own?
Do you need written Hindi? If so, when?
Should written Hindi be a focus on training?

D. Curriculum Content
Below are listed the topics and competencies in the 1994 Hindi curriculum (and in brackets other competencies that might be included in the future).
Please rank those that you need in your Peace Corps assignment checking *'do not need' 'sometimes need' or 'often need'.*
Add any additional areas that were not included in your training but that you need now that you are at your site.

I. Evaluation of Hindi Language PST Training

A. What do you think was the goal of the Hindi PST training?
Was this a realistic goal? Why? Why not?
If it was not a realistic goal, what should the goal of a PC course in Hindi be?

B. Did you teach Standard Hindi or Fijian Hindi during training?
Which one do you think Volunteers should learn during PST? Why?

C. Did you teach the Volunteers to write Hindi during training?
Do you think they need written Hindi? If so, when?
Should written Hindi be a focus on training?

D. Curriculum Content
Below are listed the topics and competencies in the 1994 Hindi curriculum (and in brackets other competencies that might be included in the future).
Please rank those that you feel Volunteers need in Peace Corps assignments. Check *'do not need' 'sometimes need' or 'often need'.*
Add any additional areas that were not included in the training but that you think should be included.

D. Curriculum Content

Below are listed the topics and competencies in the 1994 Hindi curriculum **(and in brackets other competencies that might be included in the future)**. Please rank those that you ***/you feel Volunteers/*** need in Peace Corps assignments. Check *'do not need' 'sometimes need' or 'often need'.* Add any additional areas that were not included in the training but that you think should be included.

TOPICS/COMPETENCIES	do not need	some-times need	often need
Phonology			
produce sounds of Hindi alphabet			
Classroom Orientation			
follow simple instructions			
make polite requests			
identify and ask for translation			
express lack of understanding, ask for clarification			
observe classroom etiquette			

Personal Information			
ask and respond to questions about:			
name			
age			
country of origin			
marital status			
work assignment and place of work			
ask for assistance			
describe nuclear family			
describe extended family			
(describe past employment)			
Other:			

Social Language			
greet and respond to greetings formally			
greet and respond to greetings informally			
apologize			
thank someone			
make and respond to invitations			
ask to leave and say good-bye			
state likes, dislikes, wants			
express simple needs and desires			
(ask and answer questions about leisure time activities			
give compliments			
ask and answer simple questions about another person (e.g. Who's that?))			
Other:			

Time and Numbers			
identify numbers from 1-100			
tell time			
name days of week			
ask and respond to questions about daily activities			
set time to meet someone			
(identify coins and bills by name and value			
request correct amount of change for a purchase (I think you gave me the wrong change))			
Other:			

Food			
identify and name local food items			
identify different food eaten at specific meals			
identify eating and cooking utensils			
identify food spices and ingredients			
describe preparation and cooking of local dishes			
(order a meal			
express likes, dislikes, preferences for food)			
Other:			

Health			
identify body parts			
describe minor ailments			
describe accidents, injuries			
report on someone's health			
(describe own emotional state and reason for it			
ask for instructions on taking medicines)			
Other:			

Clothing and Shopping			
identify and name items of clothing worn by Fijian Indians			
ask for basic items at store			
bargain for price of item			
get clothes sewn locally			
(ask for information about places to buy food, clothing, household items			
use common weights and measures to request food (One kilo of rice, please)			
state satisfaction/dissatisfaction with item re: price, fit, color and request a different size/price/color etc.)			
Other:			

Transportation and Directions			
ask for and give directions			
ask about bus and taxi fares			
ask about departure/arrival times (What time does the bus leave?)			
ask and respond to questions about distance (How far is Suva from Nadi?)			
(ask about destinations of bus (Does this bus go to Suva?))			
Other:			

Communication			
make and receive telephone calls			
attend to visitors in the office			
(report an emergency			
take a message			
ask questions about postage			
set up a bank account and conduct bank transactions)			
Other:			

Weather			
identify and describe the weather			
describe the seasonal changes in a country			
Other:			

(Housing			
state basic housing needs to landlord			
report household problems and request repairs)			
Other:			

(Literacy			
write a short note			
use a dictionary to find the meaning of a word			
read the newspaper)			
Other:			

Any other topics that are not included above?

II. Additional Training After PST

A. HILT

If you attended ***/taught*** in a HILT, please comment on its effectiveness. How could it have been more useful?

B. Tutors

If you have used a tutor, please comment on effectiveness ***/Do you have suggestions for helping Volunteers work effectively with tutors***

III. Technical Language

Please help us add material that will be helpful to you in your work assignment/ ***to Volunteers in their work assignments.***

What special language do you/***Volunteers*** need to work effectively in your/***their*** assignment? List language tasks that could be included in a language/technical PST program.

As a Volunteer in ___(e.g. secondary science education)___ ***I/he/she*** should be able to use Hindi to:

1 2 3	4 5 6	7 8 9 10

IV. Language Training Methodology

What helped your learning during training?/***What do you think helps VITS learn Hindi during training?***

Rate the following 0-3. 0= not included in training; 1: did not help; 2: somewhat helped; 3: helped most of the time

IN CLASS:

___ learning dialogues
___ learning vocabulary
___ learning grammar rules
___ learning cultural information

___doing drills
___doing translations
___playing language games
___doing role plays
___working in small groups/pairs
___working with the whole class
___working alone
___trainers
___other (specify)
Comments:

IN COMMUNITY/OUTSIDE CLASS:
___doing language explorations in community
___homestay with Hindi family
___keeping a journal
___homework assignments
___studying on own
___studying with classmates outside class
___talking with trainers outside class
___talking with other Hindi speakers outside class (who?)
___other (specify)
Comments:

MATERIALS/FACILITIES:
___classroom space
___use of realia by trainers
___Hindi language workbook
___other resource materials (specify:)
Comments:

TIME:
___length of each class
___time of day of classes
___length of language program (too long, too short?)
___other (specify)
Comments:

TESTING:
___on-going assessment: informal feedback from trainer
___on-going assessment: formal testing during the class periods
___ACTFL testing
___other (specify)
Comments:

Of the above that were not included, which ones do you wish had been a part of your PST?

** In Fiji it is possible to use English instead of Hindi to communicate in many situations. Is there anything that could be done during training that would encourage Volunteers to use Hindi more once they get to their sites?

V. Learning/Teaching Styles

Students learn in many different ways. And trainers teach in different ways. Please help us design PST classroom activities by rating the following 0-2: 0=I don't like to learn/teach languages this way; 1=This way is o.k. but it's not my favorite; 2=I learn/teach best this way.

___I like to practice/ ***have students practice*** sounds and pronunciation.
___I like the teacher to tell me / ***to tell my students*** all my/***their*** mistakes.
___I like the teacher to speak Hindi at normal speed.
___I like the teacher to speak only Hindi in class.
___I like studying with students at the same level that I am.
___In class, I like to learn using dialogues.
___In class, I like to learn using drills.
___In class, I like to learn using games.
___I like the teacher to explain everything to us.
___I like to learn many new words.
___I like to learn by talking to Hindi speakers outside of class.
___I like to learn by watching, listening to native speakers of Hindi.
___I like to learn new words by hearing them.
___I like to learn new words by seeing them.
___I like the teacher to help me talk about my interests.
___I like to learn in small groups.
___I like to learn by doing something.
___I like to study grammar.
___I like to translate from English to Hindi and from Hindi to English.
___I like to compare Hindi with English.
___I like to have my own textbook.
___I like to learn by going with the class into the community (to stores, on transportation etc.)
___In class, I want to write everything down.
___In class, I like to listen to and use cassettes.
___At home, I like to listen to and use cassettes.
___I like to learn through music.
___In class, I like to learn with the whole class.
___In class, I like to work in pairs.
___I like to study by myself.
___I like to learn by _____ (fill in with your preference if not listed above).

Please add any additional comments that would be helpful in revising the language program. (use other side of paper)

THANK YOU VERY MUCH FOR YOUR ASSISTANCE IN IMPROVING THE HINDI LANGUAGE TRAINING PROGRAM.

SAMPLES FROM THE FIELD

TECHNICAL NEEDS ASSESSMENT QUESTIONNAIRES

This second example is part of a questionnaire that was developed by Peace Corps Bulgaria to assess the technical language competencies needed by volunteers in a small business development project. This sample consists of a rating of specific technical language competencies that may be useful for other technical sectors as well.

NEEDS ASSESSMENT FOR LANGUAGE FOR SPECIFIC PURPOSES

A. Please rate the usefulness of the following language competencies by circling the appropriate number
(**0 = not applicable; 1 = not useful; 2 = somewhat useful; 3 = useful; 4 = very useful**)

1. Socializing with Supervisors / Counterparts					
• greet / introduce / take leave	0	1	2	3	4
• talk about one's and others' background	0	1	2	3	4
• ask / answer social questions	0	1	2	3	4
• explain your language problem	0	1	2	3	4
• make polite remarks	0	1	2	3	4
• say "No" politely	0	1	2	3	4
• invite	0	1	2	3	4
• accept / decline invitation	0	1	2	3	4
• use appropriate degree of apology / formality	0	1	2	3	4
2. Dealing with Public Officials					
• make formal introductions	0	1	2	3	4
• respond to formal introductions	0	1	2	3	4
• explain own role and assignment	0	1	2	3	4
• identify work roles and relationships	0	1	2	3	4

3. Representing Peace Corps

• explain Peace Corps role	0	1	2	3	4
• talk about PC initiatives in Bulgaria and worldwide	0	1	2	3	4
• explain PC Project Plan in Bulgaria	0	1	2	3	4

4. Duties and Responsibilities

• talk about hierarchy at work	0	1	2	3	4
• understand and use titles appropriately	0	1	2	3	4
• set work schedules and timetables	0	1	2	3	4
• set up work rules	0	1	2	3	4
• ask for help	0	1	2	3	4
• respond to requests for help	0	1	2	3	4
• request work progress	0	1	2	3	4
• report work progress	0	1	2	3	4
• read job reports	0	1	2	3	4
• write job reports	0	1	2	3	4

5. Work Problems or Unexpected Circumstances

• request information	0	1	2	3	4
• give information	0	1	2	3	4
• ask for clarification	0	1	2	3	4
• give clarification	0	1	2	3	4

6. Professional Meetings

• open a meeting	0	1	2	3	4
• close a meeting	0	1	2	3	4
• ask for an opinion	0	1	2	3	4
• give an opinion	0	1	2	3	4
• agree fully / partially	0	1	2	3	4
• disagree tactfully	0	1	2	3	4
• interrupt	0	1	2	3	4
• deal with misunderstandings	0	1	2	3	4
• express your views	0	1	2	3	4

7. Quality of Work

• discuss progress with director / supervisor / counterpart	0	1	2	3	4
• compare and contrast (quantity / quality)	0	1	2	3	4
• ask reasons for actions	0	1	2	3	4
• give reasons for action	0	1	2	3	4
• give suggestions / recommendations	0	1	2	3	4

8. Work Setting

• give instructions	0	1	2	3	4
• ask for instructions	0	1	2	3	4
• follow instructions	0	1	2	3	4
• give location / directions	0	1	2	3	4
• follow location / directions	0	1	2	3	4

9. Plans

• plan personal business appointments	0	1	2	3	4
• plan business meetings / events	0	1	2	3	4
• talk about current arrangements	0	1	2	3	4
• invite to future business activities	0	1	2	3	4
• accept invitations for future business activities	0	1	2	3	4
• talk about unrealized plans	0	1	2	3	4

10. Business Correspondence

• read simple business letters	0	1	2	3	4
• write simple business letters	0	1	2	3	4

11. Telephone Language

• make requests about using the phone	0	1	2	3	4
• ask for connection	0	1	2	3	4
• identify yourself / your company	0	1	2	3	4
• make requests on the phone	0	1	2	3	4
• give positive / negative responses	0	1	2	3	4
• make appointments	0	1	2	3	4
• leave a message	0	1	2	3	4
• take a message	0	1	2	3	4
• finish a phone call	0	1	2	3	4

12. Dealing with Clients

• give a presentation	0	1	2	3	4
• be diplomatic	0	1	2	3	4
• lead a business discussion	0	1	2	3	4
• give professional advice	0	1	2	3	4
• explain business plan	0	1	2	3	4

13. Other *(Please be specific)*

B. Now think about your own assignment within the Project Plan of your specific Peace Corps Program. What language competencies you think could be usefully included in Peace Corps language curriculum (both PST, ISTs and materials for independent study)?
For example: As an SBD Volunteer, I should be able to use the language to:consult clients on accounting, marketing, information systems; give guidelines for writing a business plan; invite people to business conferences; negotiate decisions; give information about business administration.

As a _____ Volunteer, I should be able to use the language to:

SAMPLES FROM THE FIELD

OPEN-ENDED ASSESSMENT INSTRUMENTS

This third set of sample materials includes some more open-ended kinds of questionnaire formats. These can be used alone, like the Daily Activities Grid and the Socio-Topical matrix which were discussed in a previous section, or they can be included as a part of more traditional kinds of questionnaires, as these examples have been.

EXCERPT FROM THE FIJI NEEDS ASSESSMENT QUESTIONNAIRE

The first example is from the Volunteers' questionnaire that was developed by Peace Corps Fiji. It is part of the more comprehensive needs assessment questionnaire that was distributed to Volunteers and language trainers, and, like those questionnaires, has two parallel versions, one for Volunteers and one for trainers, so that the different perspectives of these two groups can be compared and analyzed.

EXCERPT FROM THE FIJI NEEDS ASSESSMENT QUESTIONNAIRE

E. People/Situations in Communication

With which of the following people in which of the following situations do you need to **speak/understand Hindi**. Please check the appropriate columns.

PEOPLE	PERS. IDENTI FICA-TION	HOUSE	PRO-FES-SION	FREE TIME	TRA-VEL	PERS RELA-TIONS	HEALTH	SHOP-PING	FOOD & DRINK	COMM -UNITY SER-VICES	OTHER
employer											
co-workers											
friends											
neighbors											
doctor/nurse											
shopkeepers											
taxi/bus drivers											
other (specify)											

Do you use Standard Hindi or Fijian Hindi with the above people?

Do any of the above require reading/writing ability in Hindi?

When and with whom is it most important for you to be able to use Hindi? Give some specific situations (Standard Hindi or Fijian Hindi?).

EXCERPT FROM THE BULGARIAN NEEDS ASSESSMENT QUESTIONNAIRE

The second sample is a part of the same technical language needs assessment developed for Peace Corps Bulgaria provided above. This section demonstrates a more open-ended way of gathering information about technical language use.

EXCERPT FROM THE BULGARIAN NEEDS ASSESSMENT QUESTIONNAIRE

C. Please keep a journal for **only one week** about the **work situations** in which you used / could not use Bulgarian:

Day of the week	I used Bulgarian easily...	I wanted to use Bulgarian but I couldn't...
MONDAY	where? with whom? about what?	where? with whom? about what?
TUESDAY	where? with whom? about what?	where? with whom? about what?
WEDNESDAY	where? with whom? about what?	where? with whom? about what?
THURSDAY	where? with whom? about what?	where? with whom? about what?
FRIDAY	where? with whom? about what?	where? with whom? about what?

TONGA LANGUAGE NEEDS ASSESSMENT

The third example is a daily activities grid format that was developed by Anita Wenden (and discussed in a previous section) as it was adapted for use by Peace Corps Tonga to help identify competencies as part of an over-all curriculum revision.

TONGA LANGUAGE NEEDS ASSESSMENT

On August 19-20, Viliami Mafi and Doug Gilzow from Peace Corps Washington will be visiting Vava'u. They will be trying to gather information to improve the language program for future Tonga PCVs involved in projects like yours. Thanks for helping--we hope you will get some insights about how to work on your own laguage learning too.

Please fill out the enclosed grid, changing it as you think it will be helpful (adding hours in the morning or evening etc.) On the grid, indicate for each hour or cluster of hours in a typical week (a)the setting where you are, (b)who you are interacting with and (c)what would be typical topics. Then look at some of the settings that you think should be covered during PST or in some later training or materials and jot down answers to the following questions--or at least think about them.

(1) What language skills do you need to function in a particular setting--listening, speaking, reading or writing or some combination?

(2) What have you have already learned and when did you learn it (during PST or later)?

(3) What do you still need to learn to function well in this setting?

GRID OF DAILY ACTIVITIES

	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Sunday
9:00							
10:00							
11:00							
12:00							
1:00							
2:00							
3:00							
4:00							
5:00							
AFTER 5:00							

OVER VIEW

SELECTING AND SEQUENCING COMPETENCIES

SELECTING COMPETENCIES

A typical needs assessment will probably identify far more language competencies than you can ever hope to teach in the limited time frame that is available in most PSTs. Therefore, your first step in devising your curriculum is to select the competencies you will focus on. There are three basic criteria that determine whether a competency should be included in the curriculum.

1. IMPORTANCE OF THE COMPETENCY

According to the needs assessment, is the competency one that PCVs need frequently (such as shopping competencies) or is it one which is very important (such as emergency competencies). If not, it should not be included in the curriculum. Competencies which are trivial or not relevant should be avoided. When looking at needs assessment results, consider the needs of specific PCV groups: women, rural, different tech sectors, other geographic/cultural variations.

2. COMPLEXITY

Is the task so difficult that it cannot be included, or does it require very difficult language structures? The ability of the Trainees to handle the competency during Pre-Service Training must be considered. If a competency is complex but very important, try to divide it into smaller "sub-competencies" that are manageable.

3. TIME CONSTRAINTS

Most PSTs consist of only 100 to 200 hours of instruction. There is a limit to how many competencies can be productively studied in this time. We must not force our students to race through lots of competencies, memorizing phrases without developing language skills.

SEQUENCING THE COMPETENCIES

The topics and competencies derived from the needs assessment and edited down through the selection process must be organized into a teaching sequence. This sequence must be determined according to an interplay of four factors:

1. IMMEDIACY OF NEED

What do Trainees need to know how to do at the various stages of the PST? Competencies can be sequenced to prepare Trainees for their village homestay or for a site visit, for example.

2. COMPLEXITY OF THE TASK

Generally, competencies about the self and the immediate surroundings are easier than more abstract or distant topics. Competencies appearing early in the curriculum are typically ones involving introductions, identifying oneself, and following classroom commands.

3. COMPLEXITY OF THE STRUCTURES INVOLVED

In addition to a list of competencies, a list of key grammar structures also needs to be generated. Many grammar structures arise naturally from specific competencies, but the complexity of those structures needs to be considered in sequencing the competencies. The curriculum writer needs to have an idea of which grammar structures are most essential to provide a basis for learning the language and to ensure that they are included in the curriculum and that they are presented in a clear, logical sequence moving from simple to more difficult. Learners must have a sense of being guided into the language, not having it just thrown at them in a random way. Review of structures should also be built in to the curriculum. These grammar points must be a part of the competency-based lesson, not separate from it.

4. LINEAR OR CYCLICAL TREATMENT OF COMPETENCIES WITHIN TOPICS

Some curriculums proceed through competencies topic by topic: Personal Identification, Classroom, Food, Shopping, etc. Others take one or two competencies from a topic , then move to one or two from another topic, and so on. The advantage to the former arrangement is that there can be a depth of vocabulary developed by staying within a single topic longer. The advantage to the second kind of arrangement is that student needs are more likely to be met quickly and there may be more flexibility to accommodate increased difficulty of grammar points.

ALLOWING FOR FLEXIBILITY

It is always tempting to try to teach as much language as possible, since the trainees' language needs are invariably greater than what can reasonably be presented and practiced in the time allowed for most training programs. But especially with limited time for language learning, it is very important that you don't try to include too much in your curriculum. Remember that there are some principles to keep in mind that will help you from trying to be too ambitious in what you can cover.

1. LEAVE SOME "BREATHING SPACE"

Most learners need time to reflect, process and internalize the language features that they are learning. Being exposed to vocabulary and structures is not the same thing as being able to use them naturally in unstructured communicative situations. Remember to leave time for Trainees to review and solidify their proficiency.

2. ALLOW TIME FOR TRAINEE INPUT

Don't plan your curriculum so tightly that you have no room for Trainee input and ideas about what they need to know. New Trainees may not have the same perceptions about their own language needs as the more experienced Volunteers in the field who filled out your needs assessment questionnaires. Give Trainees an opportunity to develop and prioritize their own perceptions about their most pressing language needs and areas of concern. Allow time in the curriculum for mid-term evaluation and feedback. Remember that language learning is always a partnership between the teacher and the learner, so don't make your curriculum so fixed that you eliminate the opportunity for learners to have a voice in this partnership.

3. ALLOW FOR OPTIONS

We know that people learn languages differently, and that they have different goals in language learning. You don't need to cover all the competencies in the same way or to the same level of proficiency. Try to arrange your curriculum so that Trainees can make choices about specific competencies, or how much detail about the language they will learn. You may want to structure your PST design to allow for optional classes at the end of the day, and let Trainees choose from a changing "menu" of different specialized lesson plans.

THINGS TO THINK ABOUT

INTEGRATING COMPETENCIES WITH MAJOR PST EVENTS

In addition to the issues mentioned in the overview, there are some other factors to consider when you decide on a particular sequence for your curriculum. One very important feature is the calendar of events that form the technical and cross-cultural parts of the training program, such as community field visits, homestays, etc. Language Coordinators have identified the following major events in the PST as useful milestones for curriculum planning.

Event	Description	Curriculum topic or competency
Entering the Host Family	may not apply at some PSTs	introduction greeting etiquette and meals
Health and Personal Safety	is very important when the Trainees start walking around by themselves	basic phrases of asking for help cross-cultural information avoiding conflicts
Life with the Family	to help Trainees in their daily life with the family	
Shopping	the Trainees are faced with these tasks fairly early on	polite phrases of request numbers currency
Site visits		traveling reading schedules buying a ticket asking for directions reading a map asking for help
TEFL Practicum	may not be very important if the Trainees are supposed to use mostly English in their classes	classroom directions office/technical language
Swearing-In	closing of the program	a Trainee may be asked to read a speech in the local language

THINGS TO THINK ABOUT

GRAMMAR AND A COMPETENCY-BASED CURRICULUM

Another feature that needs to be considered is grammar. There is sometimes disagreement between language teachers about how central a role the grammar of a language should play in determining the sequence of teaching, but in a competency-based curriculum, the role should be secondary. Grammar should **not** be a central organizing feature of your curriculum, but you still need to take it into account when you select and sequence your competencies.

WHY DO WE NEED TO CONSIDER GRAMMAR?

Children and adults learn languages differently. As a rule, adults want to speak accurately, and some become embarrassed by mistakes. In general, adult learners want and expect some kind of grammatical explanation when they learn a language. They often need to feel that they are being introduced to the features of the language in some systematic way, and not just at random. The questions adult learners ask about the language will often be phrased in the grammatical terms and categories that they have learned about their first language, which may be very different from the actual terms and categories of the target language. Finally, as many language teachers know, if some learners aren't given explicit grammatical information, they have a tendency to invent their own, using rules based on their first language or some possibly incorrect ideas about the structure of the target language.

THE ROLE OF GRAMMAR IN A COMPETENCY-BASED CURRICULUM

Grammar in Peace Corps language training should serve as a "road map" that the learner uses to produce original utterances that haven't necessarily been explicitly taught by the teacher. Grammatical information should be presented as generalizations about how a language works which can help a learner remember and extend his/her ability to communicate in new and original ways. Knowledge of grammar can help a learner remember features of the language and apply those features in new situations.

INTEGRATING GRAMMAR INTO THE CURRICULUM

There are three aspects of grammatical information that need to be considered as you decide what to include in your curriculum.

FORM--Does the learner say it correctly and fluently? Can she/he be understood?

MEANING --Does the learner say what she/he means to say? Does s/he communicate the appropriate semantic distinctions?

USE --Does the learner use the structure in an appropriate way, so that the listener pays attention to **what** the learner says, not **how** the learner says it?

Learners need to focus on different aspects at different stages in their language learning. At the beginning level, students need to focus primarily on form and meaning. Their goal is mastery of specific language elements in specific situations. As learners advance in the language their needs change. At the intermediate level their concerns focus more on the issues of meaning and use. They need to have the understanding that allow them to expand their language use to original situations. Finally, as they advance they may need to know how to choose appropriately from a number of possible ways to express their meaning the way that is most appropriate socially or culturally.

Grammar must never be presented in isolation, for its own sake, but always as a means to distinguish meaning or accomplish a communicative purpose. For example, don't teach trainees the entire pronoun system of a language, but rather how using one pronoun form instead of another can change the meaning of what they are trying to say. Or, as another example, don't teach the entire system of verb tenses, but rather how that system distinguishes between things that *might possibly* happen as opposed to things that *will definitely* happen. Deciding what grammatical information should be included in your curriculum must be determined by the communicative needs of the learners, not the other way around. Competencies should never be introduced for the sole purpose of illustrating a grammatical feature of the language.

PRINCIPLES OF SEQUENCING

Just as there is a natural sequence of the **what kind** of grammatical information that is presented to learners, there is also a sequence of **how** to present this information. The presentation of any grammatical information should always be followed immediately by opportunities to practice and apply that information in meaningful communication.

1. RECOGNITION

As with most aspects of a language lesson, grammatical structures should be presented to learners first for their recognition. Learners need to be able to hear and understand the language features that express or change meaning. They need to be able to hear and correctly interpret different forms that indicate important differences in meaning like affirmative or negative, singular or plural, past time or future time,

male or female. These meaning categories differ from language to language, and may be very different from grammatical categories in English. But simply understanding these differences is not enough. Learners must be able to express these differences themselves correctly and fluently.

2. STRUCTURED MEANINGFUL PRACTICE

After learning to recognize and understand , learners must next focus on production. They can do this through meaningful practice in structured situations. Learners must have an opportunity to express a specific meaning difference in a specific situation where the content has already been determined by the teacher or the learning materials. For example, learners must first have an opportunity to express whether they have one brother or three brothers, or describe what they did before class versus what they will do after class before we can expect them to express these kinds of differences in free, unstructured conversation.

3. REAL COMMUNICATION IN LESS STRUCTURED SITUATIONS

Structured practice must always be followed by opportunities to apply the new patterns and vocabulary in unstructured situations both in and outside of class, either as communicative tasks or community contact assignments. For example, once learners have had structured practice distinguishing between actions in the past versus actions in the future, they should then have a chance to describe things they plan to do next weekend that they didn't do last weekend, or find out what members of their host family did before the learner started living with them, or what they will do once the Volunteer has moved on to his or her post. This is the real purpose of any grammatical information: to help learners accomplish these kinds of unstructured tasks. If you only do steps 1 and 2 without also including this crucial third step of applying the knowledge to new situations, it's a little like teaching someone the steps to a folk-dance, but never giving them a chance to actually dance to music.

4. GENERAL GUIDELINES

How much explicit grammatical explanation and practice is too much? How little is too little? There is never a simple answer to this question, because there is never a simple correlation between competencies and particular grammatical features. However, these basic principles can help you decide how much focus to put on grammar.

- Teach the language, not about the language.
- Grammar is a tool that learners can use to expand their ability to communicate in new situations, not an end in itself.
- Grammar should be presented in small specific "chunks" that explain how specific meaning differences are communicated, not an abstract overview of many features.
- There must always be an opportunity for immediate application of the structures in communicative situations. Your overall purpose should be to give learners an opportunity to first practice and then to use specific language features .

THINGS TO THINK ABOUT

INTEGRATING CROSS CULTURAL CONCERNS

It is never possible to teach a language without also considering the cultural context in which the language functions. Such cross-cultural information as non-verbal communication styles, appropriate social behavior, and acceptable topics for conversation are all an important part of the curriculum as well. In addition, Trainees need to get some basic information about the culture and history of the country where they are working. These are some common language competencies that can easily be integrated with cross-cultural information:

LANGUAGE COMPETENCIES THAT CAN EASILY BE INTEGRATED WITH CROSS-CULTURAL INFORMATION

Ask personal information.
Describe home activities at different times of the day.
Identify family member's role(s).
Describe a typical family .
Make small talk on training events.
Give a short speech to introduce self.
Give a simple farewell speech.
Teach a host family member an American family activity.

SAMPLES FROM THE FIELD

INTEGRATING CULTURAL THEMES INTO THE CURRICULUM

This an excerpt of a curriculum from Peace Corps Ecuador that was thematically organized to provide additional content about cultural information as well.

ECUADOR
OMNIBUS/76 - INTEGRACIÓN DE COMPONENTES

Componente/ Actividad	X-Cultural	Lengua	Salud & Seg.	Técnico
CONOCIMIENTO DE LA REALIDAD NACIONAL				
Historia y Geografía	Conferencia sobre Historia del Ecuador. Introducción sobre geografía social y física.	Revision de textos selectos sobre Historia del Ecuador, fechas, sucesos y personalidades relevantes. Visita a Museos y al Centro Histórico. Procesar lo observado.	Distribucion geográfica de enfermedades tales como Cólera, Malaria, SIDA, etc.	Descripción de sitios de trabajo, con breves antecedentes históricos y geográficos. Evolucion de principales indicadores de salud en el Ecuador.
Legislación y Sistema Político-Institucional	Conferencia sobre sistema político y partidos.	Revisión sobre textos selectos sobre legislación nacional. Derechos de ciudadanía. Deberes y derechos de extranjeros en el Ecuador (con estatuto de PCV)	Normas de seguridad que deben observar los PCVs	Derechos de los niños y ado-lecentes. Derechos de atención primaria en salud. Resultados Consulta Electoral. Visita a instituciones relacionadas con las áreas técnicas (por ej. INNFA, UNICEF, MSP, MBS, etc.)

Componente/ Actividad	X-Cultural	Lengua	Salud & Seg.	Técnico
Desarrollo socio-económico	Presentación sobre principales indicadores de desarrollo. Estructura y tamaño de la población. Pobreza y grupos vulnerables.	Textos selectos sobre desarrollo, niveles de pobreza en el Ecuador.		Salud y desarrollo. Evolución y situación actual de la niñez y juventud. Conocimiento de organizaciones vinculadas a las areas técnicas que trabajan en los sitios.
Diversidad étnica y socio-cultural	Presentación sobre grupos indígenas y diveridad cultural. Condiciones de la mujer. Contrastes Urbano-Rural.	Influencia del Quichua en el castellano ecuatoriano. Modismos regionales. Lengua y género.	Seguridad segun contexto socio-cultural (en la sierra, costa, oriente; a nivel urbano y rural).	Niñez y grupos étnicos. Medicina tradicional y etno-medicina.
Recursos Naturales y Medio Ambiente	Principales indicadores socio-ambientales.	Revisión de casos de efectos ambientales (contaminación por gasolina con plomo, contaminación en explotación petrolera, etc.)	Salud y contaminación ambiental y de alimentos.	Reciclaje de desechos sólidos. Aspectos ambientales que afectan la salud en el Ecuador (contaminación de productos agrícolas, etc.) Biodiversidad. Flora y fauna.
CONVIVENCIA SOCIO-CULTURAL				
Compras de comida, ropa, etc.	Visita a mercados.	Vocabulario sobre productos mas comunes disponibles en tiendas y mercados. Precios y sistema de pesos y medidas. Visitas a mercados, tiendas, almacenes. Regateo.	Precauciones sobre alimentos crudos, legumbres y hortalizas. Alimentación disponible en los sitios.	
Familia	Familia nucrear y Familia ampliada. Caracteristicas. integración a las familias.	Miembros de la familia. Relaciones y grados de parentezco.	Recetas medicinales domésticas (manzanilla, toronjil, etc). Seguridad en relaciones con miembros de la familia (relaciones con "hermanos").	Roles y responsabilidades de los miembros de la familia. Buscar familias que tengan oportunidades de prácticas técnicas(?) Situaciones de maltrato a niños. Niños fuera de contextos fami-liares (de la calle, huérfanos)

Componente/ Actividad	X-Cultural	Lengua	Salud & Seg.	Técnico
Comunidad y Relaciones interpersonales	Presentacion de experiencias de PCVs anteriores. Problemas y manejo de las relaciones interculturales. Participación en actividades de la comunidad. Padrinazgos.	Lenguaje coloquial, informal y formal. Usos del "TU" y "USTED".	Seguridad y relaciones interpersonales. Como manejar una comunicación directa para evitar malos entendidos.	El proceso de contacto con la comunidad. Relaciones interpersonales en actividades de desarrollo.
Transporte	Experiencia práctica de transporte en varios medios, en Scavenger Hunt.	Tipo de transporte (buses, trole, taxis) rutas y costos.	Precauciones al mobilizarse.	Mobilización y rutas a los sitios de trabajo.
Trámites y servicios	Sistema burocrático e institucional.	Poner una carta en el correo, estampillas, precios. Trámites en oficinas públicas. Trámite de visa. Colmas.	Dónde acudir para asistencia médica en caso de urgencia. Documentación personal y seguridad (visas, pasaporte).	Trámites para atención de salud (Centros, subcentros de salud, dispensarios IESS). Funcionamiento comisarias de la Mujer y Familia. Visitas a instituciones como UNICEF, INNFA, etc.
Recreación				
Juegos y cartas	Torneos de 40, 31 y otros juegos, en Día Cultural.	Refranes populares. Reglas juego de 40, perinola y otros juegos locales. Bromas y chistes. Sal quiteña.	Simulacros y dramatizaciones en Feria de la Salud sobre desastres naturales, situaciones de riezgo.	Juegos infantiles tradicionales. i.e. trompos, bolas, rayuela quemados, etc.
Musica	Presetacion sobre diveridad etno-musical. Grupos musicales, con música tradicional y "de moda" (Día Cultural)	Letra de canciones populares y tradicionales (J.J., Chulla Quiteño, Himno, etc.) Interpretación de canciones.	Utilidad de la musica para combatir el estrés.	Canciones infantiles.
Baile	Clases y sesiones de bailes (Día Cultural).	Salidas a Discotecas. Formas de invitar a bailar (y de refusarse a hacerlo).	Recreación nocturna y seguridad. Cómo decir no en una fiesta. Precauciones al salir en las noches.	Baile de la silla.
Deportes	Campeonato de Ecua-volley, indorfutbol en Dia cultural.	Reglas de Ecua-volley, etc. Información y experiencia sobre otros juegos locales (pelota nacional, cocos, etc.) Rol del futbol en la cultura ecuatoriana.	El rol del deporte y la actividad física en la salud del PCV.	Enseñanza de los PCV a niños de deportes coo beisball, basketball, etc.

HOW TO DO IT

IDENTIFYING AND INTEGRATING TECHNICAL COMPETENCIES

TRAINING MORE THAN ONE TECHNICAL SECTOR IN A PROGRAM

Some of the competencies you will need to include in your curriculum arise from the specific technical areas that Volunteers will be working in. Different technical sectors in the same training program may require different technical vocabulary, and competencies. This may be challenging for Language Coordinators to identify and develop because they are often not trained in those specific technical areas.

GENERIC TECHNICAL LANGUAGE COMPETENCIES

However, there are some general technical competencies that most professional contexts share, such as:

- Describe PC Organization - goals, projects, etc.
- Describe one's job assignment.
- Explain / demonstrate a technical process.
- Conduct a simple community survey.
- Conduct a short meeting for the supervised laborers.

The following list of such generic technical competencies was developed by Language Coordinators in the Africa Region:

- **Community Entry/Survey Skills** (PRA/PACA etc.):
- identifying/contacting leaders--community groups and institutions
- **Relations with co-workers:**
- professional colleagues
- supervisor
- counterpart
- subordinates (secretary, janitor...)
- **Giving advice/teaching an individual** (non-formal ed)
- **Conducting a meeting:**
- before the meeting
- beginning the meeting
- during the meeting/step-by-step explanations
- closing the meeting
- after the meeting

- **Participating in a meeting:**
- describe self/PC/project
- clarification
- interrupting
-suggesting
- disagreeing
- questions
- changing topic
- **Telephone Skills**
- **Written reports**

OTHER SOURCES OF TECHNICAL COMPETENCIES

In addition to generic competencies that most technical sectors share, you can also get a good idea of possible competencies by looking at some of the other training sector materials that Trainees will be using. You will also want to look carefully at any open-ended needs assessment instruments you have used, such as the socio-topical matrix or open-ended questions in your needs assessment questionnaire such as: "As a Volunteer in [----technical sector] I should be able to..."

COMMUNITY SURVEY FORMS

Such things as Rapid Rural Appraisal Survey Forms can serve as a possible starting point for developing competency statements for a variety of technical sectors, but would probably require further development before they could become part of your curriculum. For example, here is an excerpt of a preliminary list of draft technical competencies that were developed in the Philippines based on a Rapid Rural Appraisal Survey Form. These descriptions would need to be expanded to include information on such things as how such interviews should be conducted, or with whom, or whether any of the questions might be "sensitive" for a particular cultural context, or whether specific vocabulary or speech patterns need to be used. But even so, they provide a useful starting point for identifying competencies for specific technical sectors that you may not be familiar with.

1. AGRICULTURAL PRODUCTION

- Ask about the size of farms/cultivated portions of the farm.
- Determine crops being planted including vegetables.
- Determine the cropping cycle for each crop.
- Inquire about farming inputs including use of fertilizer and pesticides.
- Determine production trends within three years.
- Determine post-harvest practices for each crop.
- Inquire about practices in livestock management.
- Determine existence of cooperatives in the community.
- Inquire local beliefs related to farming.

2. WATER/ SANITATION

- Determine reliability of clean drinking water.
- Determine distance of drinking water.
- Identify sources of drinking water during summer.

- Inquire about sanitary facilities.
- Identify existing water systems.
- Inquire about existing water associations.
- Identify locally available materials for water systems construction.
- Determine local beliefs related to water systems construction.

3. COASTAL RESOURCES MANAGEMENT (CRM)

- Determine the number of fishermen.
- Ask about the fishing methods used.
- Determine the cycle of fishing.
- Identify different marine resources.
- Estimate the extent of damage to reefs.
- Inquire about the existence of artificial reefs.
- Inquire about the existence of mangrove reforestation.
- Determine alternative livelihood.

4. PROTECTED AREAS

- Identify existing wildlife.
- Determine trends of wildlife population.
- Determine existing medicinal plants.
- Identify other non-timber forest products.
- Determine boundaries of the protected areas.
- Inquire about existing alternative livelihood.
- Identify possible additional alternative livelihood.
- Ask about resource management seminars.
- Ask opinions concerning resource depletion.
- Inquire about local beliefs related to the forest/jungle.

OPEN-ENDED NEEDS ASSESSMENTS RESULTS

Open-ended needs assessment instruments such as the socio-topical matrix or open-ended questions in your needs assessment questionnaire are also a good source of potential technical competencies. These examples of sector-specific technical competencies were identified by analyzing the results of the volunteers' socio-topical matrix which was part of the needs assessment process for Tonga.

1. YOUTH DEVELOPMENT PROJECT PCVS

Community Youth Meeting:

• Before the meeting:

-Write an agenda and distribute to all members and potential meeting participants. Highlight new proposals, issues, and decision points. (This should happen about two days before the meeting.)

-Discuss meeting content with town officer or whoever the attending town official is.

• Beginning the meeting

- opening Prayer (listening)
- village leader welcome protocol (listening)
- PCV welcomes all.
- Introduce any visitors.
- Review agenda for the meeting.

• **Review of current projects and old issues**
- Mention topics at previous meeting.
- Give an update and request additional information.
- Request group or project leaders to report on activities.
• **Introduce first item.**
- Describe the issue thoroughly.
- Discuss advantages and disadvantages.
- Request additional opinions from participants.
- Disagree with participant.
- Close discussion and ask for decision.
• **Introduce second item, etc.**
• **After all scheduled items,**
- Ask for any new concerns and issues.
- Ask participants with any individual concerns to meet with you later.
• **Closing**
- Ask attending official to close with prayer.
• **After meeting**
- Discuss meeting briefly with participating village official.
- Meet with individuals who have concerns.

2. ENVIRONMENTAL PROJECT PCVS

Telephone Competencies:
- Taking a message for someone
- Asking if specific person is available and leaving a message
- Asking and answering information questions (How much would printing 100 copies of a one-page flyer cost?)
- Responding to request for assistance
- Contacting officials in the capital

Reading And Writing Competencies:
- Read and write a flyer.
- Read and write brief messages to a co-worker or neighbor.
- Read forms.
- Read for practice: pamphlets on health, agriculture, small business, etc.

(Comprehension exercises and vocab notes for these could be developed by PC language staff)

3. EDUCATION PCVS

Attending A School Staff Meeting:
Listening comprehension
-opening prayer
-review of old business
-list of new issues
-discussion of agenda items (building a new hall, planning for upcoming event, etc.)
-closing
Speaking:
Trainees should learn how to contribute a "new issue" or to give an opinion on an issue during the discussion.

DEVELOPING TEACHING IDEAS FROM TECHNICAL COMPETENCIES

In addition to helping you define and determine your curriculum more completely, an analysis of technical competencies can also suggest specific teaching activities that you may want to integrate into PST and IST language training.

The list of technical competencies identified in Tonga was further analyzed to see what specific learning and practice activities might be needed to achieve those competencies, and resulted in the following list of possible teaching strategies:

TEACHING STRATEGIES FOR TECHNICAL COMPETENCIES

- In addition to conventional dialogs and role plays for the different meeting elements, Trainees as a group could try to script a meeting and act it out. There could be tapes of meetings or of the different meeting elements for practice. These should have accompanying print material--exercises and comprehension questions.
- Visits to meetings (town meetings, church meetings, PCV meetings) and take notes in learning logs for processing in tech or language sessions
- Visits to PCV projects and take notes in learning logs for processing in tech or language sessions
- Talking with officials (introductions, requesting information...) This could be developed in a traditional dialog-based language lesson.
- Classroom language for model school (commands, directions, clarification, discipline)
- After swearing in, PCVs should be encouraged and supported in efforts to visit 2nd year PCVs to observe their meetings and get suggestions, especially prior to an IST.

TIPS FROM THE FIELD

INTEGRATING OTHER SECTORS WITH THE CURRICULUM

Language Coordinators from a variety of Peace Corps countries have discussed ways to integrate various sectors of training and the language curriculum. Here are some of the tips they came up with:

INTEGRATING WITH CROSS-CULTURE

- There should be cross-culture sessions during the TOT, because language staff need to be made more aware of "hidden" aspects of their own culture and they will also need to learn a bit about American culture. New instructors will tend to see "culture" as synonymous with the Arts.
- Because the content is based on real situations, learners can go out of the classroom and try the language in a real cultural context.
- Some cultural topics (shamanism, cultural differences within the country, role of women, minority groups) can be covered through talks given in the target language. Some cross-culture information could be included in language classes, with some limited use of English, if absolutely necessary. But this has to be kept to a minimum. If there are session which require considerable English then those sessions should be organized outside of the language curriculum, but coordinated with the language classes.
- Visitors can be invited to the language class to chat with Trainees informally on topics of high interest.
- Have a visitor tell a well-known folk tale or legend.
- Make sure the curriculum includes poems, songs, jokes and popular local games, including the vocabulary used when playing them.
- Each lesson in the Curriculum should also contain a Cross-cultural note or observation. Dialogues and role plays can emphasize specific aspects of cultural life, social norms, customs, etc.

COMPETENCIES THAT INTEGRATE LANGUAGE AND CULTURE

- Ask personal information.
- Describe home activities at different times of the day.
- Identify family member's role(s).
- Describe a typical family .
- Make small talk on training events.
- Give a short speech to introduce self.
- Give a simple farewell speech.
- Teach a host family member an American family activity.

INTEGRATING WITH TECHNICAL LANGUAGE

- In addition to basic grammar, vocabulary and communicative practice, the language program should include special sessions on technical language. In these sessions, the Trainees can be divided by sector and receive special language sessions that focused on the technical language and vocabulary necessary for the Trainees to work in their specialized field.
- A typical technical language lesson began with the Trainees receiving a list of new vocabulary words relating to some aspect of their field. For example, the SBDers might have banking vocabulary, the ENVs might have vocabulary about natural features and TEFLers some information about the school system. The Trainees would go over the vocabulary and ask clarification questions, then the LIs would have some short exercises, dialogues, role-plays, etc. to check the Trainees' understanding of the material.
- Keep the technical language sessions relatively short, about forty-five minutes to one hour, and schedule them about once a week . They should complement the technical training sectors and also provide a change of pace from the normal classroom language lessons.
- Design and plan with other components. This will help you to know when Trainees have lessons. Have a meeting with the Technical trainers to talk about your Language Plan and the role of the Language Teacher in charge of the Program. Get lists of technical terms and ask for any pictures or books that could help when you start to write language materials.
- Trainees can be paired with students at a local business college for learning vocabulary and local business concerns.
- Individual members of the language staff agree to select one technical area (or slow learners) and become somewhat expert in it.

COMPETENCIES THAT INTEGRATE LANGUAGE AND TECHNICAL

- Describe PC Organization - goals, projects, etc.
- Describe one's job assignment.
- Explain /,demonstrate a technical process.
- Conduct a simple community survey.
- Conduct a short meeting for the supervised laborers.

OVER VIEW

SPECIFYING LANGUAGE CONTENT

MOVING FROM IDENTIFYING COMPETENCIES TO PREPARING TEACHING MATERIALS

As suggested in previous parts of this section, identifying, selecting and sequencing competencies also includes specifying the language content that these competencies require:

- You need to specify the **important grammatical features** of the language.
- You need to identify the **general and specific technical vocabulary** that learners will need.
- You need to consider the **relevant cultural information** that is involved.
- Depending on the language you may also need to consider **difficult pronunciation features** and provide explicit practice of sounds that are problematic for learners to produce, or consider the challenges presented by the fact that learners must master a new alphabet.

A careful analysis of the results of your needs assessments and task analyses that were discussed earlier in this section can provide you with an inventory of the specific language content that you will need to include. It can also suggest specific practice activities that you may want to include. All of this needs to be included in your curriculum.
A detailed curriculum can provide you with a clear plan for developing the teaching materials, classroom activities, lesson plans, and review materials that you will need to produce.

Below is an example of a curriculum that was developed for use in Eritrea. This preliminary outline describes the scope and sequence of the revised learning materials under development. This materials development is discussed in the next section of this resource manual, but it cannot be done without a detailed curriculum to base it on.

Tigrigna PST Language Textbook Plan

Competency	Pictures	Dialog	Grammar	Vocabulary	Exercises	Literacy
1. Introduce self	Maps: U.S. & Eritrea	ok	formulaic	expressions	not needed	Recognize own name (Eritrea, America, PC)
2. Greet/ respond to greetings	people greeting w/time of day indicated. men/women	ok	formulaic	expressions	not needed	
3. Inquire about health (courtesy)	————	ok	formulaic	expressions	not needed	
4. Take leave	time of day pictures	REVISE (combine w/other)	Demonstrative Pronouns: male/female sing	expresssions	Review activities, drills, pair practice	
5. Tell about own family & learn about host family	family tree and picture of family	REVISE	Who? How many? What...name?	possessive pronouns, family relationships, single/married, numbers 1-10	Teacher tells story w/comprehen. Qs. Tcher explains tree. Pair interviews to draw trees. Trainees ask Qs of host family to make tree.	Recognize "father, mother, sister, brother etc. "and fill in tree
6. Ask about & give street address of housing	map with street names	OK, but revise to include clarification (What?)	Where...?	Street names, numbers for houses 1-20(?)	Draw a map of trng center area. Locate each others houses. Begin creating BIG map	Label places on map using Tigrigna. Recognize own street name.
7. Request items and facilities in the house	"map" of house w/pictures of things in rooms to show bedroom, kitchen etc.	Revise a little	Do you have...? Is there any toilet paper? Negative: There's no hot water.	A few prepositions, rooms of the house, common household items	Pair practice w/Q&A. Need to make info gap	Label rooms of the house
8. Asking for the time, telling time	clocks	Revise a little	————	Expressions of time: 1/4, 1/2, noon, midnight. Numbers 1-60	Recognize clock time (TPR), Move hands of clocks from teacher dictation, What time is it? T-S, pair work, Ask a stranger the time.	
9. Describing daily activities	pictures showing daily activities from waking to sleeping with clocks or sun/moon	New one needs translation	Verbs in present: negative and interrogative	10 verbs of activity, days of the week, parts of the day	flashcards w/vocab and numbers, daily schedule for pair work, student/student interviews for weekend schedules, Find out daily schedule for host family members.	Recognize, label days of the week, Read paragraph and fill in schedule.
10. Tell about past events (Add material about personal history?)	"photos" to show infant, graduation, arrival in Eritrea, with dates written below each. Picture of host father showing photo album to trainee.	New one--needs translation	Verbs in past tense (neg &interrog), When...?	dates, months, years. Verbs for events (born, arrive, graduate...). How old are you?	Substitution drill, Chart comparing life events for 2 or 3 people, Info gap?,Review daily activities in past, student-student interviews. Interview host parents.	Dictionary practice.
11. Accept, and decline offers of food. State food preference	Scene with host mother offering trainee some tea.	Tea dialog OK	New interrogative form	tea, coffee, other drinks, bread	variations of dialog to role play w/culture focus	

SAMPLES FROM THE FIELD

PEACE CORPS GENERIC SURVIVAL CURRICULUM

This summary of general survival topics has been used by many countries as a starting point for developing their own curriculums. The full text, including more detailed description of the competencies, as well as suggested practice activities has been included on the CD-ROM.

UNIT	TOPIC	COMPETENCIES	FUNCTIONS
I	PERSONAL IDENTIFICATION	Identify self (name, country of origin, passport number)	Asking for information Giving information
		Introducing self	Introducing self
		Introducing others	Introducing others
		Greet and be greeted	Greeting/Being greeted
		State own well-being/inquire about the health of others	Socializing
		Take leave	Taking leave
II	CLASSROOM ORIENTATION	Follow simple directions	Instructing others to do something; Following instructions
		Make polite requests	Making/Acknowledging request Express/acknowledging gratitude
		Observe classroom etiquette	Apologizing; Granting forgiveness; Getting attention; Granting/refusing permission
		Express lack of understanding/ Ask for clarification	Expressing Confusion; Requesting others to do something; Clarifying
		Find out target language for unknown	Asking for information; Identifying
		Tell time	Requesting/Giving time
		Tell date	Requesting/Giving date

III	SOCIAL LANGUAGE WITH HOST FAMILY COMMUNITY	Ask/answer personal info. questions (e.g. name, country, age, birthday)	Asking for information; Identifying; Giving information
		Describe own family	Asking for information; Identifying
		Ask about host family members	Comparing
		Describe Peace Corps role in host country	Identifying; Describing; Narrating
		Identify own job in Peace Corps in host country	Asking for/giving information Identifying
		Identify daily routines	Asking for information; Reporting

IV	FOOD: HOST FAMILY	Ask about typical host country foods Express food preferences	Asking for information; Identifying; Expressing likes/dislikes
		Identify different foods eaten at meals	Asking for information; Reporting
		Act appropriately as guest in family - respond to invitations to try food - request food items at table - accept/refuse additional food - offer assistance - compliment host/hostess	Accepting/refusing an offer Requesting Offering; Accepting; Refusing politely Offering Complementing

V	HOUSING: HOST FAMILY	Locate housing	Asking; Identifying; Locating
		Locate facilities/rooms/ items in house	Asking for Information;Locating Giving and following instructions
		Ask about use of facilities	Asking/following instructions Expressing (in)capability Asking for assistance; Clarifying Describing
		Ask permission to use facilities	Asking/giving/denying permission

VI	MONEY	Identify currency by name/value	Identifying
		Compare currency to U.S. money	Comparing
		Cash a check/money order	Making a request; Asking for info. Following instructions; Expressing gratitude
		Open a bank account	Inquiring if something is possible
		Use a bank account	Following instructions

VII	EMPLOYMENT: Self	Identify own past/present employment	Inquiring/identifying
		Locate place of employment	Inquiring/locating/identifying
		Describe educational background	Describing
		Ask for information about duties, hours, schedule	Asking for information
		Give classroom commands	Instructing others to do something
		Ask for assistance	Asking for help; Asking for clarification
		Converse with co-workers	Greeting people; Socializing Asking; Inviting; Inquiring about (dis)pleasure; Inquiring about (in)capability

VIII	HEALTH	Describe one's physical condition	Inquiring; Reporting; Expressing pleasure; Expressing regret/hope
		Describe one's emotional state	Inquiring; reporting; expressing worry/sympathy/hope/pleasure
		Locate medical care	Making a request; Asking for info. Following directions; Getting info.
		Make an appointment	Making a request; Asking if something is possible; Expressing that something is (im)possible; Clarifying info.
		Register to get medical treatment	Greeting; Identifying; Giving info. following instructions
		Explain medical problem	Inquiring; giving information
		Follow instructions during exam	Giving/following instructions
		Follow instructions about treatment	Inquiring; Following instructions; Clarifying
		Buy medicine/personal hygiene items	Asking for information;Asking for clarification; Making a request
		Get medical help in an emergency	Identifying; Asking for assistance; Identifying self

IX	CLOTHING	Describe clothing needs	Expressing needs
		Locate clothing	Describing; Locating; Following directions; Getting attention
		Select clothing; i.e. size, price, color, fabric, style	Respond to request for information; Express (dis)satisfaction
		Pay for clothing	Inquiring
		Give complements	Complimenting; Acknowledging compliments

X	FOOD (SHOPPING)	Describe food needs	Identifying; Expressing needs
		Locate places to but food/food items	Inquiring; Locating
		Select food (price, container, size, quantity)	Inquiring; Giving information; Requesting; Describing needs; Expressing (dis)satisfaction

XI	HOUSING (Finding a place to live)	Locate appropriate housing	Making a polite request; Inquiring; Locating; Describing
		Describing housing needs	Inquiring; giving information; expressing preferences
		Inquire about house for rent	Getting information
		Rent a house	Inquiring; Refusing politely; Accepting; Getting information; Making requests; Clarifying
		Locate household items in a store	Asking; Locating
		Select and pay for household items	Asking; Requesting assistance
		Secure household repairs	Requesting others to do something
		Report emergencies	Identifying; Asking for assistance; Identifying self

XII	TRANSPORTATION	Locate means of transportation	Asking directions; Locating
		Locate a place	Asking/following directions; Identifying; Inquiring if something is necessary
		Buy transportation services	Inquiring; Giving information; Requesting assistance
		Show appropriate documents	Following instructions
		Handle emergencies	Asking for assistance
		Check into a hotel	Locating; Inquiring; Requesting; Expressing (dis)approval
		Make requests at a hotel	Making requests; Complaining

XIII	FOOD: Restaurant	Order food at restaurant	Making a request; Complaining; Complimenting
	Acting as a Host	Act appropriately as a host/hostess -inviting -in your home	-Inviting; Accepting; Refusing politely; Asking for/giving info. -Greeting; Inquiring about preference; Inquiring about (dis)satisfaction; Accepting compliments
		Describe how to prepare foods	Instructing others to do something

XIV	COMMUNICATIONS: Post Office, Telephone	Locate post office/place to make phone calls	Locating; Inquiring
		Address envelopes/packages	Following instructions
		Buy items in the post office	Expressing intention; Getting information
		Locate mail slots	Locating
		Use the telephone: local calls -answer phone; take messages -deal with wrong numbers	Greeting; Inquiring; Offering assistance; Giving information; Clarifying Correcting
		Use the telephone: long distance	Requesting; Giving information; Clarifying

SAMPLES FROM THE FIELD

CURRICULUM ADAPTED TO THE SCHEDULE OF TRAINING EVENTS

This sample consists of two related curriculums from Nepal, one organized by topic, the other by training sequence. It is interesting to compare how the basic sequence of survival needs in the first curriculum has been adapted in the second to correspond more closely with the overall training events of the PST.

NEPAL CURRICULUM
(ORGANIZED BY TOPIC)

PHASE I

COMPETENCY #	TOPIC	COMPETENCY
1.1	Interpersonal Relationships	Greet and respond to greetings and introduce oneself and others
1.2		Ask and respond to questions on personal background, occupation, marital status, family relationships, age, and nationality
1.3		Refuse and request politely to do something for someone
1.4		Set a time to meet someone and explain reasons for the meeting
1.5		Invite others, accept invitations, decline invitations with time reference
1.6		Make small talk on recent experiences, weather and future plans
1.7		Describe and reply to questions on PCV's salary and length of service
1.8		Express concerns and ask about concerns of others
1.9		State general feelings. State general feelings of others
2.1	Food	Name foods and other essential items
2.2		State food preference; ask about food preferences of others
2.3		Ask for required amount/quantity of food
3.1	Money	To identify money in different denominations of currency by name and value
4.1	Shopping for clothing/food	Buy clothes and use a tailor/shoemaker
4.2		Ask where food/clothes can be bought or made
4.3		Select and pay for food/ clothing, talk about price size color, style
4.4		Express preference, satisfaction and/or dissatisfaction
4.5		Request for reduction of price and respond in affirmative and negative
5.1	Time and Calendar	Ask and tell clock time and parts of the day
5.2		Ask and tell the days of the week and date
5.3		Explain daily activities with time reference
5.4		Ask about and talk about daily schedule and PST schedule
6.1	Travel & transportation	Ask about bus or plane destinations, schedules, system of seat reservation and tickets
6.2		Ask about conditions of trails and lodging and food on the trail. Ask about hotels/guest houses
6.3		Ask where to find porters, how much to pay porters

NEPAL CURRICULUM
(ORGANIZED BY SEQUENCE AS TAUGHT IN THE PST)

COMPETENCY NO	TOPIC	COMPETENCY
1.1	Interpersonal Relationships	Greet and respond to greetings and introduce oneself and others
2.1	Food	Name food and other essential items
2.3		Ask for required amount/quantity of food
2.2		State food preference and ask about food preference of others
5.1	Time & Calendar	Ask and tell clock time and parts of the day
3.1	Money	Identify money in different denominations of currency by name and value
4.2	Shopping for Food & Clothing	Ask where food/clothes can be bought or made
5.2	Time & Calendar	Ask and tell days of the week and date
5.3		Explain daily activities with time reference
1.9	Interpersonal Relationships	State general feelings
7.2	Health	Describe own physical condition. Ask about physical conditions of others
1.3	Interpersonal Relationships	Refuse and request politely to do something for some one
1.2		Ask and respond to questions on personal background, occupation, marital status, family relation-ships, age and nationality
4.3	Shopping for Food & Clothing	Ask where food/clothes can be bought or made
4.5		Request for reduction of price and respond in affirmative and negative
6.4	Transportation	Ask for and give oral direction to a place
7.1	Health	Ask if water has been boiled and pellas and utensils have been dried
6.1	Transportation	Ask about bus or plane destinations, schedules, system of seat reservation and tickets
6.2		Ask about condition of trails and lodging and food on the trail. Ask about hotels/guest homes
6.3		Ask where to find porters, how much to pay for porters
6.5		Ask for help when lost on trail
1.6	Interpersonal Relationship	Make small talk on recent experiences, weather and future plans
2.0		State general feelings of others
8.1	Host Family	Ask about appropriate time and place for laundry, bathing, chant
8.3		Give simple compliments about food, clothing, housing or behaviors
20.4		Describe language homework assignment to ask for help in language homework assignment

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6.4		Ask for and give oral directions to a place.
6.5		Ask conductor/drivers for information on the trip: time of stops, length of stops, safety precautions for luggage.
6.6		Request fellow passengers to hold a seat, look after luggage, offer to hold a seat or fellow passengers or look after his/her luggage.
6.7		Make small talk with fellow passengers about destination, expected length of trip, reason for trip.
6.8		Ask for help when lost on trail.
6.9		Ask and tell about the condition of the trail.
7.1	Health	Ask if water has been boiled and plates and utensils have been dried.
7.2		Describe own physical condition. Ask about physical conditions of others.
7.3		Ask and tell about local health facilities.
8.1	Literacy	Read signboards/sight words.
8.2		Read and write names/addresses.
9.1	Host Family	Ask about appropriate time and place for laundry, bathing, charpi.
9.2		Ask for clarification.
9.3		Give simple complimentsabout food, clothing,housing or behaviors.
9.4		Ask and give permissionto use or do something.
9.5		Politely refuse otherspermission to do something.
9.6		Apologize for unintentionally upsetting family member or PST staff.

Phase II--TRAINEES MOVED TO A NEW TRAINING SITE

COMPETENCY #	TOPIC	COMPETENCY
10.1	Interpersonal Relationships	Describe why P.C. works in Nepal.
10.2		Explain how P.C. and HMG inter-relate.
10.3		Offer and respond to congratulations on birth, marriages, and happy events.
10.4		Request and offer advice on resolving problems.
10.5		Describe one's present job skill.
11.1	Food	Ask for recipes, ask questions on quantities of ingredients for recipes and utensils.
12.1	Time/ Calendar	Ask and tell the days of the week and names of the months, ask and tell dates
12.2		Explain daily activities with time references.
12.3		Ask about and talk about daily and PST schedule
13.1	Communication	Ask for information onbusiness/working hrs. of post office.
13.2		Buy stamps, money orders, ask about price of stamps.
13.3		Send telegrams.

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7.2	Health	Describe own physical condition. Ask about physical conditions of others.
9.4	Host Family	Ask and give permission to use or do something.
9.6		Apologize for unintentionally upsetting family member or PST staff.
12.3	Time & Calendar	Ask about and talk about daily and PST schedule
5.3/12.2		Explain daily activities with time reference.
1.4	Interpersonal Relationships	Set time to meet someone, and explain reasons for meeting.
1.5		Invite others, accept invitations, decline invitations with time reference.
1.2		Ask and respond to questions on personal background occupation, marital status and family relation ship, age, nationality.
1.7		Describe and reply to questions on PCV's salary and length of service.
1.6		Make small talk on recent experiences, weather and future plans.
6.7/15.3	Transportation	Make small talk with fellow passengers about destination expected length of trip, reason for trip.
6.6/15.2		Request fellow passengers to hold a seat, look after luggage, offer to hold a seat for fellow passengers or look after his/her luggage.
6.5/15.1		Ask conductor/drivers for information on the trip: time of stops, safety precautions
6.1		Ask about bus or plane destination, schedules, system of seat reservation and tickets.
1.4	Interpersonal Relationship	Set time to meet someone and explain reasons for meeting.
10.1		Describe why P.C. works in Nepal.
7.3	Health	Ask and tell about local health facilities.
16.2		Offer simple advise on illness of others.
16.3		Refuse or accept local advice, remedies and medicine.
1.8	Interpersonal Relationship	Express concerns and ask about concerns of others.
10.4		Request and offer, advice on resolving personal problems.
13.2	Communication	Buy stamps, money orders, ask about price of stamps.
13.1		Ask for information on business/ working hours of post office.
19.1	Money	To open bank account and cash cheques.
14.1	Emergency Communication	To ask for help and possibilities to telephone or radio Katmandu.
14.2		To give instruction to the helper to call for a helicopter.

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14.1	**Emergency Communication**	Ask for help andpossibilities to telephoneor radio Katmandu.
14.2		Give instruction to a helper to call for a helicopter (name, exact location, and specific problem.
15.1	**Travelling**	Ask conductor or driver for information on the trip, for example: time of stops, length of stops, safety and precautions for luggage.
15.2		Request fellow passenger to hold a seat, look after luggage. Offer to hold a seat for fellow passenger or look after his or her luggage.
15.3		Make small talk with fellow passengers about destination, expected length of trip, reason for trip.
16.1	**Health**	Ask about local health facilities.
16.2		Offer simple advise on illness of others.
16.3		Refuse or accept local advice on remedies and medicine.
17.1	**Housing**	Describe repair needed, discuss price, length of time needed for repair.
17.2		Ask for information on lease, costs, utilities.
17.3		Report emergencies i.e. theft, fire etc.
18.1	**Shopping for clothes**	Buying clothes, using a tailor/shoemaker.
18.2		Order clothes in a tailor's shop talk about types of materials, price, size , color, style, date of readiness.
18.3		discuss price and length of time needed for repairs.
19.1	**Money**	To open a bank account and to cash cheques.
20.1	**Host Family**	Request someone to do something; to offer to do something for someone else.
20.2		Inform others of daily schedule, ask about daily schedule of others.
20.3		Apologize for changing times of daily schedule to explain reasons for changes.
20.4		Describe language homework assignment, to ask for help in language homework assignment.
20.5		Talk about differences between family life in Nepal and the U.S.A.
21.1	**Personal Safety**	Give and ask information regarding travel on Nepali forms of transportation.
21.2		Give and ask for information regarding travel and accommodations in Katmandu.

ORGANIZED BY PST SEQUENCE

17.2	**Housing**	Ask for information on lease, costs, utilities.
17.1		Describe repair needed, discuss price, length of time needed for repair.
17.3		Report emergencies i.e. theft, fire etc.
10.2	**Interpersonal Relationship**	Explain how P.C. and HMG interrelate.
10.1		Describe why P.C. works in Nepal.
20.5	**Host Family**	Talk about differences between family life in Nepal and the U.S.A.
10.3	**Interpersonal Relationship**	Offer and respond to congratulations on birth, marriages, and happy events.
21.1	**Personal Safety**	Give and ask information regarding travel on Nepali form of transportation.
21.2		Give and ask for information regarding travel and accommodations in Katmandu.

SAMPLES FROM THE FIELD

CURRICULUM BASED ON TECHNICAL SECTORS

This sample consists of an excerpt from a curriculum from Peace Corps Bulgaria that was developed for a specific technical sector training program in small business development. Notice how the competencies have been selected so as to focus on specific technical skills the volunteers will need rather than generic survival competencies.

BULGARIA SBD CURRICULUM

	TITLE OF LESSON	TOPIC	COMPETENCIES	FUNCTIONS	GRAMMAR
1	What's Your Name?	Socializing Formally	Greet people formally Make / Respond to formal introductions Talk about one's own and others' background Ask / Answer social questions Take leave	Greeting / Being greeted Introducing self and others Talking about one's background Asking / Answering social questions	Personal pronouns Verb "to be" - Present Tense Gender of nouns Verb Special questions
2	In the Office (1)	Office Organi-zation	Explain hierarchy at work Understand titles Use titles appropriately	Talking about hierarchy at work Understanding titles Using titles appropriately	Possessive /ѣ Present Tense of the verb
3	In the Office (2)	Work Setting (At the Office)	Identify office equipment Ask for / Give instructions Ask for help Express gratitude Follow instructions Ask for locations Give locations	Specifying objects Asking for / Giving instructions Asking for / Giving locations Following locations / directions	Adverbial question Impersonal constructions with *[Bulgarian language sample]* Imperative Prepositions of place
4	One Day in the Office	Duties and Responsibi lities	Ask for help Respond to requests for help Set up work rules Set work schedules and timetables	Asking for help Organizing the day according to schedule	Plural of nouns - masculin, feminine Questions *[Bulgarian language sample]*

5	Invitations	Formal Invitations	Make polite remarks Invite people Accept invitations Decline invitations Say "No" politely	Making polite remarks Inviting Accepting invitations Declining invitations Saying "No" politely	Future Tense of some verbs- Positive and Negative General questions (with *[Bulgarian language sample]*)
6	Telephone	Telephone Calls (1)	Make request s about using the phone Ask for connection Identify yourself and your organization Ask the callers to identify themselves Make requests on the phone Give positive / negative responses Finish a phone call	Requesting about using the phone Asking for connection Asking for somebody on the phone Identifying oneself Answering questions on the phone	Imperative of some verbs Questions with *[Bulgarian language sample]*
7	Telephone	Telephone Calls (2)	Explain the reason for the call Make an appointment Confirm an appointment Leave a message Take / Write a message	Making appointments Confirming an appointment Leaving a message Taking / Writing a message	Questions with *[Bulgarian language sample]* Adverbial clauses for reason (Conjunctions - *[Bulgarian language sample]* Personal Pronouns for direct / indirect objects
8	Peace Corps	Peace Corps and the Role of PCVs	Describe PC role in Bulgaria Talk about PC initiatives in Bulgaria and worldwide Identify own job in PC	Describing / Narrating Asking for / Giving information Identifying	Adverbials of frequency Preposition ÓÒ Questions *[Bulgarian language sample]*
9	Background Information	Presentation of Own Background and Career	Give information about one's educational and professional background Ask for information about others' background Talk about own career plans	Giving information Explaining Describing Talking about future plans	Present Tense Present Perfect Tense of *[Bulgarian language sample]* Prepositions _ ÍÀ/ÓÒ
10	Business Relations	Business Relations in a Cross-Cultural Setting	Understand behavioral reactions of local officials and colleagues React appropriately Deal with unexpected circumstances due to different cultural norms	Asking for clarification Clarifying	Complex predicates *[Bulgarian language sample]* Prepositions of time
11	Schedule	Plans for Work Schedules	Plan personal business appointments Plan business meetings/events Confirm business meetings / events Invite to future business activities Accept invitations for future business activities	Planning Inviting Accepting invitations Reporting Confirming	Prepositions of time Formation of verbs from nouns Comparison of quantities Aspect of verbs

12	Unrealized Plans	Unrealized Plans	Apologize about unrealized plans Ask about reasons for unrealized plans Give reasons for unrealized plans	Asking for reasons Giving reasons Reporting Apologizing	Past Tense Time expressions
13	Meetings (1)	Business Meetings (Social Talk)	Open / Close a meeting Read agenda Interrupt politely Apologize for not understanding Explain one's language problem	Interrupting Apologizing Checking understanding Confirming understanding	Complex sentences
14	Meetings (2)	Business Meetings (Proceedings)	Ask for an opinion Give an opinion Support an opinion Agree fully / partially Disagree tactfully Deal with misunderstandings Give suggestions and recommendations Negotiate decisions Summarize and conclude	Expressing one's own views Supporting an opinion Agreeing Disagreeing Negotiating Summarizing and concluding	Agreement of nouns and pronouns Complex sentences
15	An Appointment	Custom Service	Meet clients Introduce oneself Ask clients to introduce themselves Ask clients about their needs Offer service politely Be diplomatic Take leave	Introducing Asking Offering service politely Suggesting Taking leave	Modality Polite suggestions
16	Business Plan	Business Plan	Identify steps in a business plan Consult a client on a steps in business plan	Asking Describing Sequencing information	Modality with *[Bulgarian language sample]*
17	How to Organize a Seminar?	Business Seminar	Invite people for seminar Explain details of the seminar Apologize for unexpected situations Introduce self and others	Inviting Apologizing Introducing	Indefinit pasive *[Bulgarian language sample]*
18	My Job in Bulgaria	Business Relations in a Cross-Cultural Setting	Talk about work problems Discuss work issues Give advice	Identifying work problems Discussing Suggesting	Imperative - negative
19	Foreign Organizations in Bulgaria	Names and Acronyms	Use the Cyrillic alphabet for writing proper names Identify acronyms Understand the names of organizations by their abbreviations	Identifying acronyms Understanding acronyms	Agreement of nouns and adjectives Verbal nouns
20	Business Correspondence	Business Correspondence (Letters)	Read simple business letters Write simple business letters - Thank you letters	Reading Writing	Formal addresses

SAMPLES FROM THE FIELD

OTHER KINDS OF CURRICULUM

Other examples have been included here to illustrate the variety of ways a curriculum can be organized, and the variety of features that may need to be stressed. As with all the samples in this manual, the CD ROM contains the full-size versions of these excerpts.

The curriculum from Poland gives a particularly detailed focus to the language content (the structure, vocabulary and learner problems) that will need to be focused on in the teaching materials.

The curriculum from Paraguay includes a detailed description of specific teaching activities that should be used with various competencies.

The curriculum from Sri Lanka shows how a curriculum can be used to actually establish an "index" of the materials that have been developed.

POLAND

TOPIC	COMPETENCY	STRUCTURE	GRAMMAR PROBLEMS & LINGUISTIC CONTENT	VOCABULARY
1. Personal identification	To introduce self and others formally	Jak si_ pan/pani nazywa Nazywam si on/one ten pan / ta pani nazywa si Przedstawiam pan/a pan pan/pani To jest (ms. i nazwisko)	• Zaimki osobowe ja ty on/one my wy on/one • 1 os. l.poj. odmiana czasownika nazywać si • zaimki wskazujące ten ta ci te • Nom. ms. i nazwisko • struktura pytania Jak	nazywać si Nom przedstawiać drogo Komu kolega/koleżanka Dzie dobry Do widzenia Bardzo mi mi o Mnie również
2. Housing	To describe house	Gdzie jest ? Nom l.poj	• nom. l.poj. rodzaj gramatyczny rzeczownika • przys.-wki tu tam na prawo na lewo Struktura zdania	pokój -ażanka toaleta kuchnia przedpokój lodówka szafa łóżko stół
3. Location	To locate places in town Getting information Asking for directions	Gdzie jest ? Nom l.poj	• nom. l.poj. rodzaj gramatyczny rzeczownika • przys.-wki tu tam na prawo na lewo daleko blisko	poczta telefon skrzyżowanie bank hotele
4. Personal identification	To introduce self and others informally	To jest Nom Kto to jest? Jak masz na imi ? Mam na imi Przedstawiam si + Acc	Czasownik zwrotny Nazywać si	dobrze Lubisz tenis Tak sobie czeć Jak si masz Co s.ychać? Nic nowego Wszystko w porządku Kolega/koleżanka
5. Transportation	To locate places connected with traveling To ask about directions	Gdzie jest? jest (Adv) Trzeba (Inf) i/ę		dworzec autobusowy dworzec kolejowy przystanek kasa biletowa stanowisko postój taxi i/ę na lewo/ na prawo prosto niedaleko Nie wiem
6. Transportation	To be able to use the train time table To be able to locate places on the map			odjazd przyjazd peron express
7. Personal identification	To describe a person (appearance and character)	On jest Adj Ona jest Adj Jaka ona jest? Jaki on jest Jak ono/one wygl da?	• Przymiotnik Nom. Rodzaj -ja -ski i m ski • Struktura zdania i opis postaci	kobieta m czyzna wysoki/niski m -ody/stary t gi szczup ły -adny/-adna przystojny brzydki/brzydka sympatyczny/a mi ły/a inteligentny/a młody/a g upi/a

8. Food outside	To order in the restaurant	Prosz (Acc.) sing. m ski i -ok -oki Poprosz (Acc.) Prosi-em/am/ a nie	Acc. sing. m l n Acc. pluz	ciastko galaretka lody kawa herbata cola piwo wino tort rachunek dzi kuj Niestety nie ma
9. Communication	To ask to repeat. To ask to speak slowly. To ask how to spell a word. To ask how to pronounce a word.	Nie rozumiem. Czy mogasz + Inf powtórzyć Jak powiedzieć po polsku? Nie mówi po polsku Jak to si pisze? Jak to si wymawia?	Zaimki Angielskie Jak powiedzieć "I love you" po polsku? Kocham ci Czy mogasz powtórzyć?/ Kocham ci Jak to si pisze? Kocham ci Jak to si wymawia?	Mówić/nie mówić Rozumieć/nie rozumieć po polsku po angielsku Mówię przetłumaczenia w-asnego imienia i nazwiska
10. Personal identification	To identify nationality.	Jestem + Instr f m Czy pan/pani jest + Instr.) Nie jestem + Instr.)	Instr f m	Amerykanin/Amerykanka Francuz/Francuzka Anglik/Angielka Polak/Polka
11. Food with the host family	To identify food items and meals.	Jestem/Nie jestem g odny/a Na niadanie/na obiad/ na kolacj em by jest Lubi	Acc. sing + pluz Struktura pytania Co jest nie ? Czy pan/pani lubi ? Co pan/pani je ? Formalne vs nieformalne zwracanie si do ludzi wyrażenia czasowe	ryż so ryba warzywa jajko owoce kurczak kartofle bu -kach/ab ser mas -o wegetarianin/wegetarianka zwykle od czasu do czasu zawsze codziennie ranow wiadaniem
12. Housing	To give own address. To ask about address (To order the taxi).	Gdzie pan mieszka? Gdzie mieszkasz? Mieszkam w Loc Jaki jest pana adres?	Lokatywa miejsc w + Loc mieszkać dialog z radio taxi	Ameryka Polska Europa Rosja Warszawa Konstancin Piaseczno Podkowa
13. Housing	To give information about previous location	Gdzie pan/pani mieszka/a w Stanach? Gdzie si pan/pani urodzi /a?	formy czasu przesz -ego, kilku czasowników w + nazwa miasta w + nazwa pa stwa na + niektóre nazwy	nazwy miast nazwy pa stw (niepodobne do angielskich)
14. Food	To buy food	Ile kosztuje Ile kosztuj + Nom Ile pacz ? kosztuje/ kosztuj -ych Mo esz + inf i kup + Acc kup/kupowa	Skadnia liczebnika tysi c 2,3,4 tysi ce 5 ...10 tysi cy struktury z inf	Liczebniki g wne 1-10 tysi c / milion banany owoce jab ka pomara cza truskawki lody wino piwo
15. Social language	To describe own role and job in Poland	Co pan/pani b dzie robi w Polsce? B d uczy Gen B d uczy si Gen	• Czas przysz ły b d + inf • czasowniki ski -edniej • określenia czasu Jestem + (przy ter) od do przez	pracowa podró owa odpoczywa zwiedza angielski polski godzina rok/lata miesi ce tydzie -

16. Social language	To express dislikes and preferences	Lubi + Acc Nie lubi + Gen Podoba mi się + Nom Nie podoba mi się + Nom	+ Acc. zmiana -ę -ę (Gen -ę przeczenie) + Czasownik z Acc. i zmiana przypadka w negacji + Struktura: gdzie podmiot jest wyrażony w Dat.	czekolada kino jazz muzyka ch- ciast słowiańskie [illegible]
17. Social language	To express emotions	Co ci jest? Jestem - Adj	Dat. Acc after Monki	[illegible]
18. Money	To exchange money To recognize currency	Jaki jest kurs? Kurs jest - za dolara Gdzie mogę wymienić pieniądze?	+ locatywki + struktura z Acc wymienić co na co	Kasa kantor bank wymienić oprocentowanie dolarów marek złotówek pieniądze
19. Food with the host family	To express dislikes To complain about the food	Smakuje mi Nie smakuje mi Nie lubi + Gen Nie mogę jeść + Gen	Ze + Acc (z-wrot)	[illegible] zupy kwaśny s- wiśni gorzki ostry słodki zimny gorący
20. Housing	To ask for help To give instructions To follow instructions	Na ekem, jak + Inf Jak + Inf. + Acc - ? Czy mog. proszę o pomoc? Czy możesz mi pomóc?	+ Formy trybu rozkazującego + Struktura Trzeba + Inf.	w- lżyć wy- łożyć nacisnąć zanikać otworzyć zapaty zgasić radio telewizor gniazdko odkurzacz kuchenka piekarnik
21. Housing	To describe the house To locate objects in space	wśród + stoi + przymiot. leży + jest	jest nad - + Inst przed za	dywan obraz krzesło sta- lampa szafa po- ka [illegible] piec kuchenka piecyk [illegible] bekon ogród
22. Housing	To locate objects in space	wśród + stoi + przymiot. leży + jest	+ Sł. ułatwia przykłady na w- + l.mn przy obok + Gen +zaimki wskazujące ten ta to + zaimki osobowe w innych niż Nom. przypadkach	zaimki osobowe w innych przypadkach
23. Personal identification	To describe own family To ask about members of family	To jest moja/my Czy to jest twoja/twój...? To jest jego	+ Zaimki wskazujące ten ta to + zaimki dzierżawcze mój moja moje<

PARAGUAY

ESPAÑOL PRINCIPIANTE /INTERMEDIO

UNIDAD UNO: IDENTIFICACION PERSONAL

OBJETIVO /SUGERENCIAS	CONTENIDO	VOCABULARIO	ACTIVID / SITUAC.
1. Saludar y despedirse de manera formal	· Saludos formales · Frases de despedida	Buenos días/Buenas tardes/ Buenas noches/Cómo está usd.? señor/a/señorita el/la directora el/la profesora Hasta luego/Hasta pronto	· Practicar saludos con miembros del Staff
2. Autopresentarse diciendo nombre, nacionalidad y profesión ¿De dónde?; ¿Qué?	· Pronombres personales: yo, usd. · Preposición: de · Interrogativos: ¿Cómo?/ técnico/a, maestro/a · Verbos: ser, llamarse	Profesiones: profesor/a, director/a, secretario/a, voluntario/a, aspirante, el verbo ser y llamarse Países: Paraguay, Estados Unidos, etc. Ciudades: Asunción, Areguá Expresiones: Mucho gusto, Pase, Adelante, Entre, Repita otra vez, Perdone	· Usar el método básico para introducir pronombres, y vocabulario nuevo · Usar el método básico para introducir · Usar láminas para practicar las profesiones Ampliar el voc. de países, ciudades de acuerdo al nivel de progreso del grupo
3. Identificar a los miembros de su familia por su nombre y parentesco	· Pronombres: Ella/e, Nosotros Ustedes, Ellos/as · Verbos: ser/ tener · Posesivos: mi/ su · Interrogativos: ¿Quién?, ¿Cuántos/ as?, ¿De qué? · Afirmativo y Negativo: Sí, No Ampliar más profesiones	Voc. referente a la familia Nombre de estados/ciudades/ pueblos/países/barrios Estado civil: soltero/a, casado/a, divorciado/a, separado/a Números: 0 - 40 hermano mayor/menor	Hacer ejercicios de sustitución Preguntas y respuestas Diálogos Traer una foto de su familia y hablar sobre la misma Personajes célebres · Prof. trae una foto de su familia y/o estudiantes pueden traer fotos sobre ella
4. Presentar a un tercero usando expresiones apropiadas para cada ocasión	· Frases de presentaciones		· Enseñar la forma vos del imperativo de de algunas frases comunes
5. Saludar y despedirse de manera no formal	· Saludos no formales · Frases de despedidas no formales		
6. Dar información personal diciendo: ¿qué hacen?, nombre, profesión, d/nde viva?, nº de personas, dónde, queda?, Organización que representa Explicar qué es el C.P.I Mi casa queda cerca del Centro	Preposición: con, de Pronombres personales singular y plural Verbo: quedar sobre la mano derecha/ ¿A cuántas cuadras de aquí queda su casa? ¿D/nde queda su casa? de Salud Verbos regulares en el presente estudiar/ escuchar/ hacer/	Nombre de barrios Apellidos más comunes cerca/lejos/a cuadra/aquí/ a la izquierda/ a la derecha/ enfrente/ al lado derecho/a/ enfrente del/a/ edificio/ su casa sobre la mano izquierda Nombre de las instituciones correo/ Anteio/Municipalidad/ Comisaría/ Iglesia/ Centro Pregunta donde queda su Cliff Verbos: trabajar/enseñar/ hablar/ nadar/ llegar/ lavar/ planchar/hacer/ verbos irr/escribir/repetir/ decir	· Presentar una historia de un voluntario viviendo con una familia paraguaya Explicar presente de verbos regulares · Presentar un mapa. En el mapa cada Harán diversas preguntas Situaciones: 1. Usted acaba de llegar a la ciudad 2. Usted encuentra a un amigo en el mercado. Explique donde queda su casa · Usar audiovisuales para introducir Usar láminas para introducir verbos Conversación: Cada persona dará una pequeña charla sobre su autobiografía y explicará que es el juego de Paz
INFORMACION CULTURAL: Saludos			

UNIDAD 2 : INTERCAMBIO DE INFORMACION PERSONAL/FAMILIAR

1. Dar información básica su familia familia en Paraguay	· Regulares verbos regulares en el presente · Verbo: ir (presente) · Voy vs. usd. Adjetivos posesivos · Plural de sustantivos y adjetivos	Quehaceres: madre/padre/ ama de casa/ trabajador/a/ ingeniero/a/ cantina todos los días/ todas las mañanas/ todas las noches/ todas las · Artículos definidos e indefinidos Verbos: plantar/ desayunar/ almorzar/cultivar/merendar/ · Ser vs. estar	· Presentar una lámina de una familia sobre · Describir sus actividades Describir su familia en Areguá · Describir las actividades de la semana/todos los meses · Describir su familia de Estados Unidos estar/tomar/comer/beber/
	· Verbos especial: gustar	barrer/ recibir/ abrir/ e Profesiones: agricultor/mecánico/ alfarero/chofer/ modista/ enfermero/peluquero/ extensionista agrónomo/a/	Técnica: Juego de las profesiones · Preparar una entrevista a un miembro del staff · Explicar el uso vos vs. usted
2. Nombrar medios de transporte	· Usos del verbo tomar	Voc. de medios de transporte	
3. Identificar monedas y billete - Números: 1 - 5 - 10 - 50	· pedir vs preguntar · dinero/ vuelto/cambio 100 - 500 - 1000 - 10000 · Signos aritméticos	cambio/billete/ moneda/ Podría decirme ¿Qué cero?/¿Qué barato!	· Practicar el uso del dinero intercambiándose billetes · Practicar dar vuelto · Hacer situaciones para comprar cosas · Decir a los estudiantes que compren cosas para la clase. Ex: caramelos, galletas, café · Visitar un almacén y comprar alguna cosas
4. Nombrar las comidas que habitualmente come y que le gusta comer Identificar los lugares donde comprar comida	· Hay · Nombres de algunas comidas	supermercado/almacén/ negocio/ kiosko/despensa/carnicería/ mercado/casilla/heladería/ panadería/cantina/bar/ restaurante Alimentos: fideos/arroz/ porotos/pan/verduras/carne/ legumbres/cereales/frutas/ golosinas/leche/café/ deserta caldo/puchero/asado/locro/ guiso/milanesa/bori bori/ albóndiga/sopy/ensalada/ tiste/sopa paraguaya/chipa/ pollo	· Cada estudiante nombrará las comidas que come El profesor escribirá en el pizarrón y ampliará la información usando láminas (incluir platos típicos) · Usar la técnica de Enfoque Directo (El profesor será una historia sobre las comidas) · Presentar láminas de los principales lugares donde puede comprar comidas Hacer que los estudiantes las identifiquen · Visitar la cantina y describir lo que ven ahí. Usar "hay"
5. Dar información sobre sus actividades presentes y las de su familia	· Ser vs Estar · Presente Progresivo · Posesivos	Dependencias del Centro ahora/ poco/mucho aquí, allá, allí, allá	· Hacer ejercicios de preguntas y respuestas · Recorrer el Centro de Entrenamiento, y y describir las dependencias que observen Visitar una escuela y averiguar las dependencias · Ir a otra sala de clase y presentarse · Hacer varias situaciones de presentaciones
6. Describir y preguntar acerca de sus actividades diarias y las de los miembros de su familia Dar y pedir la hora	· Verbos reflexivos · Presente de verbos irregulares · Imperativo forma: vos · Expresiones de la hora	Verbos: despertarse/bañarse/ lavarse/peinarse/acostarse/ vestirse/peinarse/sacarse/ quitarse/levantarse/ afeitarse/cepillarse ir/poner/salir/traer/oir/ peinar/abrir/espejo de dientes/ máquina de afeitar/toalla/ ¿Tiene hora? ¿Podría decirme la hora? ¿Qué hora tiene? ¿Qué hora tenés? La hora, por favor Son las A las	· Presentar láminas con verbos reflexivos · Presentar objetos que se usan en el baño · Fotos en secuencia sobre rutina · Hacer ejercicios activos con seleccionar · Hacer que los estudiantes describan sus actividades diarias · Hacer que los estudiantes describan las actividades de su familia · Usar un reloj de cartón para enseñar la hora · Hacer que los estudiantes describan sus actividades en las diferentes horas Técnica: · Frases revueltas Pares combinados Espacio de información
INFORMACION CULTURAL: La familia			

UNIDAD 3: INTERCAMBIO DE INFORMACION SOBRE SUS ACTIVIDADES Y LAS DE SU FAMILIA.

1. Dar información sobre sus planes futuros actividades que harán en su futuro sitio	ir + infinitivo	Expresiones de tiempo: hoy/mañana/estar tarde/ mañana por la tarde/mañana por la noche/la próxima semana/ dentro de una semana/	- Describe sus planes para el fin de semana. - Hacer que los estudiantes describan las este noche/mañana por la mañana/ Técnica: - Espacio de información
2. Establecer fecha, hora, lugar para la realización de diferentes eventos (reunión de profesores, madres ... etc.) Escribir avisos, carteles, sobre una actividad relacionada con algun proyecto	Fecha/Año	Verbos: reunirse/organizar/ tratar/discutir/realizar/ planear/ invitar. Sustantivos: charla/panel/ conferencia/reunión/feria/ partido de fútbol/jornada Días de la semana Meses del año Estaciones del año comisión cooperadora	- Cada estudiante escribirá una fecha importante del su vida. Luego contará a la clase lo que sucedió ese día. - Planear sobre los diferentes eventos. Hacer que cuenten lo que va a pasar, lugar, hora, fecha. 1. Reunión del comité de educación para informar sobre los requisitos para ser socio. 2. Reunión de padres de familia para una 3. Asamblea General de una cooperativa: elección de nuevas autoridades. - Hacer que busquen información en el periódico relacionado con su proyecto técnico. - Escribir un anuncio sobre una actividad a realizarse en el Centro(fiesta, reunión, etc.)
3. Dar información sobre las actividades realizadas recientemente.	- Pasado de verbos regulares - Hacer. (pasado) - ir (pasado)	Expresiones de tiempo: ayer/anteayer/ayer por la mañana/ayer por la siesta/ ayer por la tarde/anteanoche/ el lunes pasado/la semana pasada Vocabulario de la huerta	- Escribir 5 actividades sobre los que hizo ayer la mamá en la casa/los voluntarios en Aregua/ usted, después de la clase.
4. Averiguar con sus amigos qué actividades realizaban anteriormente (incluyendo trabajo anterior)	Imperfecto: acción habitual soler + infinitivo Verbos irregulares en el pasado	Verbo: hallarse Expresiones: siempre/ a menudo/ con frecuencia/ antes/ a veces	- El profesor contará su vida actual e irá anotando los verbos de la historia. Luego contará cómo era su vida antes de trabajar con CHP. El profesor escribirá en dos columnas los verbos debajo de ahora y antes. Hacer que los estudiantes escriban una historia similar, cómo era su vida antes y ahora. De la historia, hacer una comparación entre los tiempos. Luego se deducirá el uso del imperfecto y las terminaciones verbales. - Conversar sobre sus actividades de los Estados Unidos (deportes, viajes, vacaciones,trabajo, etc.) - Escuchar un cassette con 3 historias diferentes. Luego los aspirantes escribirán lo que recuerden de la historia.
5. Narrar hechos ocurridos en el pasado.	Imperfecto: todos los usos Pretérito vs Imperfecto		- Temas de conversación: viajes/memorias/ vacaciones/fines de semana. Técnicas: (folleto del plan de clase) Juego de las madejas. - Hablar sobre la experiencia laboral en el pasado. Técnica: - Tarjetas de identificación. - Escribir una historia usando el final dado.
INFORMACION CULTURAL: Fiestas familiares			

UNIDAD CUATRO TIEMPO / SALUD

1. Identificar los diferentes fenómenos metereológicos Describir los cambios durante el día.	Hace + expresión de tiempo	Verbos: llover/ tronar/ relampaguear/llovizar Expresiones: está lloviendo/ está lloviznando/está nevando/ Varios: hace frío/ hace calor/ hace mal tiempo/ hace buen tiempo/ hay luna/ hay sol/ hay nubes/ la luna/ el clima/ el sol/ las estrellas/el clima/ el viento. la nube/ el relámpago/ el granizo/ la escarcha/ la nive helada/rocío/ la humedad/ la temperatura/el pronóstico del tiempo/ grado/ centígrado/ seco/nublado... etc.	- User el pronóstico del tiempo que salen en los periódicos. - Usar láminas con los diferentes estados metereológicos. - Describir láminas con los diferentes climas. - Comparar el clima de Paraguay con el de los Estados Unidos.
2. Describir estados de ánimo y condiciones físicas (triste, feliz, enfermo, etc.)	- Verbos + infinitivos. - Tener que + infinitivo. - Para + infinitivo. - Tener que + infinitivo. - Deber + infinitivo. - Expresiones + infinitivo. Hay que + infinitivo. Números ordinales. Imperativo forma vos	- Expresiones con estar y tener. - Partes del Cuerpo. - Expresiones. ¿cómo te sentís?/ ¿Qué te pasa?	- El profesor describirá el estado anímico de una situación determinada. Luego cada aspirante hará lo mismo. - Usar láminas para describir estados de ánimo. - Decir que se debe hacer en caso de algunas dolencias. - Relacionar con remedios caseros/yuyos. - Usando voc. de salud, presentar el - Escribir una situación en que estuvo muy enfermo y que hizo. Situaciones: 1. Dramatizar una situación de visita al médico. Técnica: 1. Usar dibujos en secuencia para describir los síntomas de una determinada enfermedad.
3. Describir los síntomas de parasitosis/diarrea y las medidad de prevención.		Vocabulario técnico sobre parasitosis.	- Describir láminas en secuencia sobre parasitosis infantil. - Discutir los principales problemas de salud en Paraguay. - Discutir las principales medidas de prevensión. - Hacer que los aspirantes presenten una charla el ciclo del "sapo" y/ o diarrea. - Visitar el Centro de Salud de Aregua para interiorizarse sobre los recursos disponibles.
4. Entrevistar a un miembro de la comunidad para averiguar las condiciones de salud.		- Vocabulario del Censo.	- Usar el formulario para censo, y salir a hacer entrevistas a miembros de la comunidad. - Procesar las entrevistas.
INFORMACION CULTURAL: El terereré.			

SRI LANKA
A LIST OF SELECTED LANGUAGE COMPETENCIES FOR
PRE-SERVICE TRAINING LANGUAGE PROGRAM

Survival Competencies:

A	TOPIC I:	**Personal Identification**
	Competencies:	(1) To greet and be greeted (2) To greet and say good-bye (3) To introduce self (4) To ask and answer questions about one's background (5) To describe a place or a person
B	TOPIC II:	**Host Family**
	Competencies:	(1) To make introductions (2) To identify family relationships (3) To describe and answer questions about one's family
C	TOPIC III:	**Classroom Orientation**
	Competencies:	(1) To respond to commands (2) To respond to questions (3) To tell time (4) To tell date & day (5) To identify daily routines
D	TOPIC IV:	**Social Life**
	Competencies:	(1) To make polite request (2) To make and respond to invitations (3) To give and receive compliments (4) To respond to personal remarks
E	TOPIC V:	**Food**
	Competencies:	(1) To describe food needs (2) To ask about typical host country foods (3) To express food preferences (4) To refuse additional food when offered
F	TOPIC VI:	**Health**
	Competencies:	(1) To describe one's physical condition (2) To describe one's emotional state
G	TOPIC VII:	**Clothing**
	Competencies:	(1) To select clothing (2) To have an item of clothing made
H	TOPIC VIII:	**Shopping**
	Competencies:	(1) To ask for availability (2) To bargain
I	TOPIC IX:	**Directions**
	Competencies:	(1) To ask for and give location of buildings (2) To ask for and give directions
J	TOPIC X:	**Transportation**
	Competencies:	(1) To ask for information about bus-stops and schedules (2) To purchase bus/train tickets (3) To engage 3-wheeler and settle for a reasonable fare
K	TOPIC XI:	**Communication**
	Competencies:	(1) To find out business hours in the Post Office (2) To make a telephone call

Technical Competencies:

L	TOPIC XII:	**Housing**
	Competencies:	(1) To locate appropriate housing (2) To get information about rent and utilities
M	TOPIC XIII:	**Employment**
	Competencies:	(1) To describe his/her Peace Corps assignment

VOCABULARY GUIDE

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Grammar GUIDE

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- S(Dative) + Adjective	4
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- Joining nouns (And)	15
- S+ (Dative) + O + bkakjd$,sfhkjd (have you?)	18
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- V(infinitive) + tmd	2
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- V(infinitive) + hiafi,a,d (before)	22
- V(past) + g + mafia (after)	25
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- S(1st person) + V (infinitive) +o. (asking for permission)	2
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- S(Dative) + V(infinitive) + mq jx (Can/Can't)	11
- V(past) + g + hula kE	18
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6. Health	*F*
- V(past) + u (once)	11
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HOW TO DO IT

IDENTIFYING SUCCESSES AND PLANNING FOR IMPROVEMENTS

PURPOSES OF CURRICULUM EVALUATION

While Peace Corps is interested in finding out how "satisfied" participants or trainers are in a training event, its main concern is in determining actual effectiveness and usefulness of training. The specific questions you will want to know will vary according to the issues you are focussing on in your curriculum, but it is useful to think about the question of evaluation in a general way.

AREAS TO EVALUATE

The PATS Training Supplement has identified some of the questions that about the curriculum and language training that can be integrated into the overall training evaluation.

1. CONTENT

- Did the training content delivered correspond to the planned curriculum?
- Was the planned curriculum in fact the correct one for achieving the intended competencies?
- Was the content sufficient and complete for achieving the intended competencies?

2. PROCESS

- Were the teaching methods and learning activities used appropriate and varied enough to provide opportunities for Trainees with all learning styles?
- Did training respect adult learning principles, and model behavior that PCVs could use with counterparts, students or community members?
- Were the various other training components integrated (e.g., technical vocabulary and situations introduced and practiced ?)
- Were the trainers skilled in their subject matter, and in their use of adult training principles?
- Was a positive, supportive and fair learning environment created and maintained?

• To what extent did other aspects of overall management of the training program scheduling; (physical environment, support services, etc.) logistics, help or hinder achievement of training goals.

3. OUTCOMES

• How adept are the Trainees/PCVs at demonstrating mastery of the desired competencies? In terms of self-evaluation? In terms of evaluation by training staff?
• How prepared are the Trainees/PCVs in terms of their language abilities to work at site and to interact successfully in their communities? Both self-evaluation and evaluation by training staff are appropriate here.
• Once at post, are the PCVs able to implement the competencies developed during training? Do these competencies correspond to what is necessary to perform project tasks effectively and to achieve progress on the PGOMT (Purpose, Goals, Objectives, Milestones, and Tasks)?
• What considerations for future trainings (ISTs and future PSTs) are indicated, based on outcomes?

DIFFERENT TECHNIQUES FOR CURRICULUM EVALUATION

A variety of evaluation formats can be used:
1) written evaluation forms that are filled out individually,
2) written evaluation forms that are filled out by small groups of Trainees (perhaps divided by project or other means),
3) verbal evaluations done at community meetings,
4) "common evaluations" which allow all participants to write down their thoughts on the same form (this can be done by writing evaluation questions on a flipchart and leaving it up for a period of time so that all participants have a chance to read what has been written and to contribute their own ideas).

USING THE RESULTS

A quality evaluation can be extremely useful when everyone involved feels the information solicited is relevant, and will have an impact on their own training program and future training programs. Therefore, care needs to be taken in introducing the evaluation process to Trainees and in summarizing the data from the completed forms. This process must be separated from any selection process for the Trainees, and it must be understood that their assessment will in no way influence their becoming a Volunteer.
The results should be included in the periodic and final reports that are given to the in-country staff. They should then be able to assess how effective the curriculum was and to develop plans for future training programs.

SAMPLES FROM THE FIELD

CURRICULUM ASSESSMENT QUESTIONNAIRE

The following example illustrates one kind of curriculum assessment questionnaire that you may wish to use in your program. It was designed as a generic needs assessment for use after PSTs. The CD-ROM also includes other curriculum assessment instruments from various Peace Corps countries.

PEACE CORPS LANGUAGE NEEDS ASSESSMENT FOR VOLUNTEERS

NAME:_____ ASSIGNMENT:____

Look back on your Pre-Service Training.

1.What was the most effective part of your language training? (For example: methods, materials, time allotted, instructions, flexibility of program)

2.Which aspects of your language training were not helpful?

3.What would you have liked more of in language training that you did not get?

4.What do you see as the most significant cultural/language problems that should be addressed in training?

5. In pre-service training, you received ____ hours of language training. Was this amount of time
_____ too little
_____ just right
_____ too much
Please explain:

LANGUAGE LEARNING STRATEGIES

What strategies have you used to continue your language learning? Rate the following strategies by circling the appropriate number (5 = use always; 4 = use a lot; 3 = use sometimes; 2 = use occasionally; 1 = seldom use; 0 = never use). Please add any other strategies you find useful.

- I actively look for people to practice language with 0 1 2 3 4 5
- I listen to the radio and watch TV 0 1 2 3 4 5
- I ask native speakers about correct usage 0 1 2 3 4 5
- I encourage others to correct me; I analyze my errors 0 1 2 3 4 5
- I read as much as possible in the language 0 1 2 3 4 5
- I write notes or messages in the language 0 1 2 3 4 5
- I correct my written mistakes when I notice them 0 1 2 3 4 5
- I ask for help when I can't think of a word or phrase 0 1 2 3 4 5
- I look for similarities or contrasts between English and LANGUAGE 0 1 2 3 4 5
- I ask people to slow down if I can't understand 0 1 2 3 4 5
- I say positive things to myself to increase my confidence in my language skills 0 1 2 3 4 5
- I set goals for developing my language skills 0 1 2 3 4 5
- I look up new words in a dictionary 0 1 2 3 4 5
- I keep a notebook of new words and phrases 0 1 2 3 4 5
- I study the history and culture so that I can understand the language 0 1 2 3 4 5
- I pay attention to body language so that I can understand the message/situation 0 1 2 3 4 5
- I pay attention to context so that I can understand the language 0 1 2 3 4 5
- Other useful strategies:

LANGUAGE TASKS

How important are the following language tasks to you as a PCV? Rate the importance of the following language tasks by circling the appropriate number (5 = very important; 4 = important; 3 = slightly important; 2 = minimally important; 1 = not at all important; 0 = do not need/use task). Please add language tasks not listed here which you find useful.

SOCIAL LANGUAGE

1. Give and respond to greetings and farewells 0 1 2 3 4 5
2. Introduce oneself and others 0 1 2 3 4 5
3. Ask and answer questions about personal background, interests, family, city and country 0 1 2 3 4 5
4. Ask and answer questions about weekend plans, recent experiences, weather 0 1 2 3 4 5
5. State general feelings ("I'm tired." "I'm sad.") 0 1 2 3 4 5
6. Express concerns and fears ("I'm worried about my father.") 0 1 2 3 4 5
7. Make and respond to invitations 0 1 2 3 4 5
8. Give simple compliments about food, clothing, or housing ("That's a beautiful dress.") 0 1 2 3 4 5
9. Ask about appropriateness of actions according to customs/culture in the U.S. ("Is it all right to wear my shoes in the house?") 0 1 2 3 4 5
10. Request advice about resolving personal problems ("I had a misunderstanding with friends. What should I do?") 0 1 2 3 4 5
11. Use common expressions of courtesy ("Please." "Thanks." "You're welcome." "I'm sorry.") 0 1 2 3 4 5
12. Ask permission to use or do something ("Can I leave my bag here?") 0 1 2 3 4 5
13. Ask for or offer assistance 0 1 2 3 4 5
14. Ask and answer simple questions about another person ("Who's that?" "My director is the woman in the brown skirt.") 0 1 2 3 4 5
15. Describe work assignment 0 1 2 3 4 5

Other: _____

COMMUNITY SERVICES

1. Report, describe and respond to questions about a crime/emergency to police/proper authorities 0 1 2 3 4 5
2. Ask questions about postage ("How much is this letter by airmail?") 0 1 2 3 4 5
3. Set up a bank account or conduct bank transactions 0 1 2 3 4 5

Other: _____

DIRECTIONS

1. Ask for and give simple oral directions to a place 0 1 2 3 4 5
2. Ask for and respond to simple questions about destination/location ("Where's the _____?" "Where are you going?") 0 1 2 3 4 5

FOOD

1. Order a meal 0 1 2 3 4 5
2. Shop for food items in the grocery store or market 0 1 2 3 4 5
3. Inquire about food taste, cooking style, ingredients, etc. 0 1 2 3 4 5
4. Express the likes, dislikes and preferences 0 1 2 3 4 5

Other: _____

HEALTH

1. Describe own physical condition ("I'm tired." "My foot hurts.") 0 1 2 3 4 5
2. Ask about and follow simple instructions for using medicine ("How much?" "How many times?") 0 1 2 3 4 5
3. Describe own emotional state and explain the reason for it ("I'm depressed because I think about my family in the U.S. all the time.") 0 1 2 3 4 5

Other: _____

HOUSING

1. State basic housing needs ("We need a new stove.")	0	1	2	3	4	5
2. Report household problems and request repairs ("The roof leaks. Can you fix it?")	0	1	2	3	4	5

Other: _____

LITERACY

1. Write a short note	0	1	2	3	4	5
2. Use a dictionary to find the meaning of a word	0	1	2	3	4	5
3. Read the newspaper	0	1	2	3	4	5

Other: _____

MONEY

1. Identify coins and bills by name and value	0	1	2	3	4	5
2. Make or respond to a request for specific coins ("Do you have change for two pesos?")	0	1	2	3	4	5
3. Identify and request correct amount of change for a purchase ("I think you gave me the wrong change.")	0	1	2	3	4	5

Other: _____

SHOPPING

1. Request basic items ("Do you have batteries?" "Do you have vinegar?")	0	1	2	3	4	5
2. Ask the price of food, clothing or other items in a store or market	0	1	2	3	4	5
3. Ask for information about places to buy food, clothing, household items ("Where can I buy _____?)	0	1	2	3	4	5
4. Ask for food using common weights and measures ("One kilo of rice, please.")	0	1	2	3	4	5
5. State satisfaction/dissatisfaction with clothing in term of fit, color, price, and request a different size/price	0	1	2	3	4	5

Other: _____

TELEPHONE

1. Use appropriate telephone language	0	1	2	3	4	5
2. Report an emergency (fire, theft or medical emergency) to police from a home phone; give and spell name/address and give telephone number when asked	0	1	2	3	4	5
3. Take or leave a short phone message ("Dr. Smith called. Call him back at 10:00.")	0	1	2	3	4	5

Other: _____

TRANSPORTATION

1. Ask about the amount of the local bus, taxi or pickup fares	0	1	2	3	4	5
2. Ask and answer questions about local destinations/locations ("Where is _____?" "Does this bus go to _____?")	0	1	2	3	4	5
3. Respond to and ask basic questions about one's own/others' departure/arrival time	0	1	2	3	4	5
4. Ask where a bus is going, where it stops, and which buses go to a given location	0	1	2	3	4	5

Other: _____

TECHNICAL LANGUAGE

Some Volunteers feel that more training is needed on learning the language of their technical assignments. Rate the usefulness of the following language tasks by circling the appropriate number (5 = very useful; 4 = useful; 3 = somewhat useful; 2 = minimally useful; 1 = not useful; 0 = not applicable). Please add other language tasks not listed here which you find useful.

1. Work Supplies, i.e. Materials, Tools, Parts, Machines, Equipment, Systems						
• name/describe	0	1	2	3	4	5
• request/locate ("Please hand me the hammer.")	0	1	2	3	4	5
• measure/compute/read instructions	0	1	2	3	4	5
2. Work Processes - Routine and Complex						
• give/follow instructions ("Place it on the second shelf.")	0	1	2	3	4	5
• give/follow location/directions ("It's on the second shelf.")	0	1	2	3	4	5
• ask/answer questions, short tasks	0	1	2	3	4	5
• request help/respond to requests for help	0	1	2	3	4	5
• request/report work progress	0	1	2	3	4	5
• write job reports	0	1	2	3	4	5
3. Work Problems or Unexpected Circumstances						
• request/give more information	0	1	2	3	4	5
• ask/give clarification ("I don't understand.")	0	1	2	3	4	5
4. Quality of Work						
• identify incorrect/faulty work	0	1	2	3	4	5
• compare and contrast ("This job is done better.")	0	1	2	3	4	5
• ask/give reasons for actions ("Why did you do this?")	0	1	2	3	4	5
• suggest/recommend ("You need more fertilizer.")	0	1	2	3	4	5
5. Safety/Emergencies						
• explain safety principles ("Wear these gloves because this is acid.")	0	1	2	3	4	5
• give/heed warnings ("Don't touch this.")	0	1	2	3	4	5
• report safety problems or accidents	0	1	2	3	4	5
6. Organizational Operation of Workers						
• set work schedules	0	1	2	3	4	5
• set up work rules	0	1	2	3	4	5
• plan/conduct meetings	0	1	2	3	4	5
• give analysis or report	0	1	2	3	4	5

7. **Relating to Other Organizations and Communities**
   - conduct/attend meetings 0 1 2 3 4 5
   - write proposals/figure budgets 0 1 2 3 4 5

8. **Socializing with Supervisors and Co-Workers**
   - greetings/introductions/leave-taking 0 1 2 3 4 5
   - small talk 0 1 2 3 4 5
   - accept/decline invitations 0 1 2 3 4 5
   - use appropriate degree of apology/of thanks/of formality 0 1 2 3 4 5

9. **Dealing with Public Officials**
   - explain assignment 0 1 2 3 4 5
   - make/respond to formal introductions 0 1 2 3 4 5
   - identify own and others' work roles and relationships 0 1 2 3 4 5

10. **Representing Peace Corps**
    - Explain goals of Peace Corps 0 1 2 3 4 5
    - Describe Peace Corps work in the country and the world 0 1 2 3 4 5

11. **Other (Please Be Specific)**

12. What special language do you need to work effectively in your assignment? Please think about your assignment, and list ten language tasks you think could be usefully included in an integrated language/technical PST program.

    For example: "As a Volunteer in agro-forestry, I should be able to use the language to:
    1. *organize meetings of farmers' associations*
    2. *discuss plans for planting seedlings*
    3. *organize placement of organic material to retain soil moisture*
    4. *talk about and demonstrate reproduction by clipping*
    5. *give presentations on erosion or soil types"*

    As a Volunteer in _____ I should be able to use the language to:

    1.
    2.
    3.
    4.
    5.
    6.
    7.
    8.
    9.
    10.

Thanks once again for your help!